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AGENDAS/MINUTES
EDUCATION COMMITTEE OF
HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD
SEPT. 1, 1999...

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1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE
WEDNESDAY, September 1, 1999

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of the Minutes of June 2, 1999 and June 24, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

J. Bishop

URBAN MUNICIPAL

SEP 2 1999

ACTION ITEMS:

5. Bridges of Steel Presentation
6. Trevlac Implementation Team
7. Pre-employment Screening Policy
8. Staff Development Policy
9. Secondary School Reform Implementation Plan – 1999-2000
10. Hamilton-Wentworth Interscholastic Council Constitution
11. Environmental Outdoor Education Follow-up to LEIC Sub-Committee Workgroups
12. Environment Policy
13. Student Trips Policy
14. Arrival Check Policy
15. Junior Kindergarten Expansion at Millgrove School
16. Staffing Report – Full-Time Equivalent Positions

K. Waters
W. Joudrie
N. Campbell
N. Campbell
E. Bond
K. Waters
P. Gillie
P. Gillie
P. Gillie
P. Gillie
K. Bain
D. Grant

GOVERNMENT DOCUMENTS

CORRESPONDENCE:

Nil.

DISTRIBUTION:

17. List of Consultants and Special Assignment Teachers ~~to be distributed at the meeting~~

M. Botting

18. Public Questions for Clarification

Future Meetings

Board	September 9, 1999	8:00 p.m.
Business Committee	September 16, 1999	7:00 p.m.
Board	September 23, 1999	8:00 p.m.
Special Education Advisory Committee	September 29, 1999	7:15 p.m.

MINUTES OF THE EDUCATION COMMITTEE
JUNE 2, 1999

Those present: Judith Bishop (Chair), Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Regrets: J. Dewar.

Also present: Heather Bullock, Laura Peddle, Lillian Orban, Reg Woodworth, Elad Gafni (Student Trustee) and Michael Teng (Student Trustee-elect).

In attendance: M. Matier (Director of Education and Secretary), M. Borling (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), K. Bell (Superintendent of Education – City West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Crossall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City West), K. Waters (Superintendent of Education – Secondary West).

The Chair called the meeting to order at 7:07 pm.

2. Approval of the Minutes of May 6, 1999

It was moved by B. Wallace: That the minutes of May 6, 1999 be approved as distributed.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of the Agenda

The following additional information was noted:

- 8 (a). Report of the Special Education Advisory Committee May 26, 1999
- 11-6. Annual Report re Non-Profit Corporation

It was also noted that item number 20 - Response from the Officials to the Delegation on Gifted Education would be moved up to follow item number 9 on the agenda so interested people in the audience wouldn't have to wait until the end of the meeting.

It was moved by J. Rogers: That the agenda be approved as amended.
CARRIED.

At this point the Chair called upon E. Gafni who introduced Michael Teng the new student trustee for 1999-2000.

DELEGATIONS:

5. Settlement and Integration Services Organization re ESL Instruction

The Chair welcomed Gary Warner, Neville Nunes and Morteza Jafarpour from Settlement and Integration Services Organization.

G. Warner, President of SISO highlighted five points:

- a one-size fits all philosophy toward ESL instruction will not work for a city who has the second highest level of immigration in Ontario;
- the drop in ESL teachers; a shortfall of 30% has a negative impact on ESL students;
- restriction of ESL funding for three years when research indicates three years is the minimum time to develop interpersonal language skills is detrimental to ESL students;
- a lack of awareness shown at the point of entry by the assumption that immigrants have some English language; unfairness that they are then not entitled to ESL;
- not only immigrants but children born in Canada to Non-English speaking parents will also suffer.

In conclusion G. Warner expressed his concern that the social damage to children would be catastrophic with the reductions in ESL teachers. He noted The Hamilton-Wentworth District School Board needs to take action to reverse these steps and urged Board Officials to revisit the funding model. G. Warner further advised the Board to take whatever creative action they could to reverse the reductions to ESL teachers.

B. Wallace noted that the trustees would be attending the annual general meeting of OPSBA in June. At that time The Hamilton-Wentworth District School Board will take the position like other Boards belonging to OPSBA voting that the Minister look at the linguistic needs of students rather than making arbitrary decisions based on funding in regard to ESL. H. Bullock asked that the delegation provide the members with a copy of their presentation to forward on to the Ministry.

M. Jarfapour, Executive Director of SISO, responded to several concerns:

- over five thousand Kosovar refugees are expected in this area, Hamilton being their first destination;
- Ministry and school permits continue to be a challenge for refugees; the Board needs to be able to communicate openly to schools that the papers the refugees are given are official and should be accepted;
- presently there are 140 Kosovar refugees in downtown Hamilton and it is the hope of SISO that the refugees will be part of all of Canadian society;

The Chair thanked the delegation for their presentation.

It was moved by B. Wallace: That the Settlement and Integration Services Organization presentation be received for information.
CARRIED.

H. Bullock further noted that at OPSBA it is the position of The Hamilton-Wentworth District School Board to support the vote in regard to ESL funding and include the material received tonight.

E. Johnstone asked that the Board be kept up-to-date on new information as it arrives on this issue.

6. Hamilton Association for Community Living re pilot project for handicapped adults over 21

The presenter, Dawn Laidman was not in attendance.

ACTION ITEMS:**7. Over 21 Funding**

M. Botting expressed her regret that D. Laidman was not there to present her individual story as it is an excellent example of the need to problem solve for our "Over 21" students. She went on to outline the recommendations in the report stating that we need to find a resolution for these students and the Ministry is not prepared to provide an answer. The Ministry believes the Board needs to find its own resolution.

M. Botting explained as an example - a student who is twenty-three years of age to whom the Board continues to provide support is funded at a reduced resource base from the Ministry. M. Botting then clarified there are 42 students who fall within the criteria for over 21 funding with an approximate net cost of \$242,000 and the total revenue received from the Ministry for these 42 students is approximately \$95,000; the over 21 students referred to in this report are students with high needs who require life-skills programs.

E. Johnstone asked if the Board would be monitoring the commitment of these students when it gets very expensive if these students are not serious about education. M. Botting responded that most of these students are developmentally delayed and require life-skills programs. She stated it is not so much a commitment to program as a bridge from family and school to the outside world and the difficulty is with this transition.

Several members asked for clarification with respect to funding. K. Waters clarified that when a student turns 21 before December 31st, regardless of how many years they have been in school, the funding becomes less.

D. Grant explained with respect to funding the over 21 program that the money would come from the special education budget; that amount of money would still be the same but it would be spread thinner. D. Grant also noted that recommendation four suggests a one-year time reprieve for 1999-2000 and at the end of that year the new program could be implemented. D. Grant also responded to a query that the first recommendation didn't require any additional money as it was the request to form a committee.

L. Orban referred members to Veronica Lacey's letter on page 6-5 pointing out we could qualify for additional monies where there is an indication the student could benefit by staying in school longer and wondered if the Board has followed through on this initiative. M. Botting responded that indeed the submissions have been sent to the Ministry and the Board is waiting to hear back. She noted that last year there were only 38 successful applications throughout the province.

L. Peddle expressed her concern that it hadn't been clearer in the report that these students were high needs. She also noted that the inequity of doing something for one group and not for another group referring back to an adult student who was denied day classes back in March. L. Peddle also asked that the words "high needs" be incorporated into the recommendation before the word "students" for clarification.

K. Waters recalled there were several different options available to those students who are funded under adult and continuing education.

It was moved by B. Wallace: That a committee be established to develop a funded program which supports high needs students who are over 21 years old and have not completed seven years of secondary programming. The committee membership will be:

Superintendent of Education - Secondary
Superintendent of Instructional Services
Principal for Continuing Education
Representative parents
S.E.A.C.
Community Support Group representatives
Special Education department representative
Secondary School administrator
Trustee
CARRIED.

J. Bishop suggested adding the words "high needs" before students and including "students who have exhausted the 7 year criteria" in recommendation four, in order to clarify the students the program refers to and the timeline involved.

It was moved by B. Wallace: That all high needs students who are over 21 years old and have exhausted the 7 year criteria have a continuance of existing program support for the school year 1999-2000. Subsequent to this year, a program that is fully funded and appropriate for these students will be implemented.

CARRIED.

8. The Special Education Consolidation Plan for 1999-2000

M. Botting highlighted several issues leading to the development of this Plan for 1999/2000 including: a reduction in resource teachers; approximately 100 special needs JK/SK students entering the system, ISB funding being frozen and dramatic response to accommodation needs. She explained that the plan offers stability and less movement for students. At this point M. Botting called upon E. Hipkiss to review the plan and commended him on his help and expertise with the large task of putting this plan together.

E. Hipkiss highlighted from the report how the information was gathered for the plan. He explained that accommodation needs of the schools were difficult noting sixteen schools were not viable due to their location and an additional thirty schools were at or above capacity. This left sixty-six schools with which to work. The result is a plan that tries to maximize resources and minimize a disruption to students. He also noted that several classes have been merged so that the location could remain the same.

L. Peddle voiced her concern over the merging of the grade seven and eight gifted classes at Hampton Heights. She recalled the support the program had by the former City Board and felt this would be shifting back into an old program. She expressed that there must be a way to handle this issue more creatively.

M. Botting stated that the Board is responding to two collective agreements and that reductions in staffing have been discussed at length. She noted that with respect to collective agreements and over 400 IPRC's this plan is the best resolution given the existing pressures.

M. Matier advised that IPRC's had just recently taken place and it was impossible to place students before they had been deemed exceptional. He further advised that the Board had only ratified an agreement with elementary teachers two weeks ago and therefore the plan couldn't have been finalized and brought forward previous to that.

It was moved by E. Johnstone: That the Special Education Consolidation Plan be approved.

LOST

2 in favour; 2 opposed.

B. Wallace stated he would be prepared to move the recommendation if it was to be received for information. He stated that this isn't a policy rather an application of a policy.

It was moved by B. Wallace: That the Special Education Consolidation Plan be received for information.

CARRIED.

2 in favour; 1 opposed; 1 abstention.

8. a) Report of the Special Education Advisory Committee

B. Shepard, Chair of the Special Education Advisory Committee, explained that this consolidation plan was brought forward to SEAC one week. She noted the discussion around this issue took up a lot of their meeting and in the end SEAC didn't approve the plan as it stood. She explained that SEAC had no input into the plan and they felt it was not an improvement. It seemed some excellent programs had been dismantled for no apparent reason. She noted it was the feeling of SEAC that even without the reallocation of budget, there are some issues that need to be looked at.

R. Mulholland noted that if in fact the Board reviews the funding at the Budget meeting and there is no money at alternative sources would the plan be approved. His impression was that the reason the plan was not supported was due to lack of funding.

At this point J. Bishop asked R. Woodworth to assume the Chair.

J. Bishop expressed that at this point the Board needs to consider their value system and priorities. She went on to say that in a community where needs continue to grow, the Board should be prepared to look at reducing another program to put money into special education.

J. Bishop resumed the Chair.

It was moved by B. Wallace: That the following Report of the Special Education Advisory Committee dated May 26, 1999 be received for information.

Consolidation Plan for Special Classes

- (a) It was moved by D. Bucsics: Whereas Special Education Advisory Committee opposes the proposed funding for special education staffing for the 1999/2000 school year, we respectfully request that the Board review the reduction to special classes and learning resource teachers and consider funding special education from alternative sources.

- (b) It was moved by J. Bishop: That the Special Education Advisory Committee has grave concern that our Board is unable to support our special needs students. We request that our community merits a high weighting factor and we further request that a Ministry official respond to our concerns at a future Special Education Advisory Committee meeting.

CARRIED.

9. Special Class Admission and Demission Criteria Policy

M. Botting called upon Dr. Kathy Short, Psychologist, to present the report.

Dr. Short explained that the report had already been to the Special Education Advisory Committee and the working group had followed the guidelines that SEAC had set out for them. These include that the document be parent friendly, brief in nature and the best practices of both former Boards be incorporated. Dr. Short outlined the three stages involved in the designing the policy. Stage one included a survey of opinions; stage two was the organization of data and stage three was the preparation of the document. After several drafts from input taken by stakeholders, approval by principals' advisory team and SEAC the work group felt they had met the guidelines that had been set out.

Dr. Short responded to a question that the Policy would be going forward to the Joint Advisory Committee on Tuesday, June 8, 1999.

It was moved by B. Wallace: That the Special Class Admission and Demission Criteria Policy be referred to the Joint Advisory Committee.

CARRIED.

10. Response from the Officials to the Delegation on Gifted Education

M. Botting responded that the difficulties the Gifted Delegation faces are the location of the gifted special classes and identifying at a specific grade level. On May 11, 1999 the Gifted Review Committee met again to discuss these issues. She further advised that at an upcoming Principal cluster meeting on June 9, 1999, the Gifted Review Committee would be asking if principals would support the grade three screening for next year and will await the response of the principals.

M. Botting stated that at a community meeting held on May 25, 1999 a suggestion to house the gifted program at an alternative facility was discussed but the difficulty with this is we do not have an additional teacher for the class. At present the two locations available for the gifted special classes are Viscount Montgomery and Holbrook and M. Botting has offered to meet with parents of the gifted community on Monday, June 7, 1999.

R. Mulholland asked if all central locations have been reviewed.

K. Bell responded that for example, Adelaide Hoodless has 26.5 full-time teachers this year. Next year in response to classroom ratio they will have 27 full-time teachers which leaves no room available.

M. Botting clarified presently at Holbrook they have approximately twenty-two spaces available and at Viscount Montgomery they have more than that. Unless the Board receives a new teacher then the students will have a program in these locations or their home school.

11. Adult and Continuing Education Annual Report

D. McIsaac presented a PowerPoint presentation. He then highlighted the recommendations.

In response to a question about the number of classes Adult and Continuing Education offer, D. McIsaac stated the programs run by register and it is to Adult and Continuing Education's advantage to run as many classes as possible in order to break even with respect to revenue and expenditures.

It was moved by B. Wallace:

- (a) That the Adult and Continuing Education Update be received for information and that an Annual Year-end Report be presented to the Education Committee in the fall of 1999 in conjunction with the Financial Department.
- (b) That the job descriptions for secretarial positions within Adult and Continuing Education be reviewed in conjunction with the Human Resources Department.
- (c) That until the secretarial job description review is completed, the Principal for Adult and Continuing Education be allowed to hire special task/assignment secretarial staff, as required, through external funding.
- (d) That The Hamilton-Wentworth District School Board consider Adult and Continuing Education as part of the Accommodation planning.

E. Gafni asked, at the request of a student from Sir John A. Macdonald, if those students who are over twenty-one and would like to be in day classes but understand the dilemma of the funding change, could have input into other programs that may be offered.

The Chair noted this issue could be brought back to the Board.

To the motion, CARRIED.

12. Annual Report re Non-Profit Corporation

E. Bond reviewed the report. D. McIsaac reviewed the objectives of the corporation referring members to page 11-2. He highlighted the Corporation has reached financial sufficiency and has been able to focus on development and expansion of programs. In closing, he expressed his hope that the ABC's relationship with the Board would continue to benefit both groups.

It was moved by B. Wallace: That the Annual Report of the Adult-Based Continuing Education and Training Corporation be received for information.

CARRIED.

It was moved by E. Johnstone: That The Hamilton-Wentworth District School Board enter into an annual lease arrangement with ABC etc...for the Red Hill School, effective September 1999, with terms and conditions that are satisfactory to the Board's legal solicitor.

CARRIED.

D. McIsaac responded to a query stating that the operating costs of the Corporation will be covered and offer a savings to the Board.

13. Opening a Junior Kindergarten Class at Collegiate Avenue School, Stoney Creek

K. Croxall reviewed the report. She noted that Collegiate could accommodate not only Collegiate students but also those junior kindergarten students on waiting lists at four other sites.

It was moved by J. Rogers: That a junior kindergarten class be opened at Collegiate Avenue School for September 1999.

CARRIED.

14. Lake Avenue School Capping

W. Joudrie reviewed the report. He clarified several points. The growth that would occur in the Lake Avenue area would be the apartment buildings located beside the school and these children could be redirected to Green Acres. The Principal will inform the school council and send home a newsletter to inform parents and the community that the school will have a cap of 835 students. He also noted if those students whose siblings already attend Lake Avenue were registered for school the intention would be to keep the siblings together.

It was moved by J. Rogers: That for the 1999-2000 School Year, Lake Avenue School population be capped at 835, and that any students exceeding the cap should be redirected to Green Acres School.

CARRIED.

15. Continuation of The "Ideas" Program Pilot

K. Croxall reviewed the report. She explained that the focus groups are still assessing information and a complete report presenting this information will be provided at the September Education Committee Meeting. She went on to say the completion of the project evaluation, revision of the grade six lesson packages and the pulling together of a small team of teachers to look at the assessment component will take place this summer.

E. Johnstone noted her involvement with the sexual health network and the discussion at regional council that took place. She expressed her support of the IDEA's program and the Board's need to move forward and support these curriculum guidelines. At this point E. Johnstone brought forward a motion for consideration instead of the recommended action in the report.

It was moved by Eleanor Johnstone: That The Hamilton-Wentworth District School Board enter a community partnership agreement to continue with the "IDEAS" program for the 1999-2000 school year. This agreement shall include the following:

- (a) The Hamilton-Wentworth Regional Public Health Department provide sufficient funding to the "IDEAS" coordinator, to complete the program curriculum.**
- (b) The Board shall be ensured of the continued usage of the completed "IDEAS" program at no further cost to the Board.**

At this point L. Orban asked K. Croxall to comment on the change of the recommendation in her report.

K. Croxall believed the intent to be the same and this wraps up in one recommendation that there will be a partnership and a request to provide funding.

To the motion, CARRIED.

16. Hamilton-Wentworth Interscholastic Council Constitution

It was moved by B. Wallace: That the Hamilton-Wentworth Interscholastic Council Constitution be deferred to the September Education Committee meeting.

CARRIED.

It was moved by B. Wallace: That the meeting be extended until 10:40 p.m.

CARRIED.

17. Policy Recommendation**i) Staff Recognition Retirement Policy**

M. Matier outlined the policy.

It was moved by B. Wallace: That the Staff Recognition Retirement Policy be approved as the policy for The Hamilton-Wentworth District School Board.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board to recognize its retiring employees.

CARRIED.

ii) Safe Arrivals Policy

The Chair noted this policy has already been approved by the Joint Advisory Committee.

It was moved by J. Rogers: That the Policy for Safe Arrivals be brought for approval to the September 1999 Education Committee.

CARRIED.

iii) Early Identification Process Policy

It was moved by B. Wallace: That the Early Identification Process policy be approved as recommended by the Joint Advisory Committee, Executive Council and SEAC.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board that all Junior Kindergarten and Senior Kindergarten Students participate in the Early Identification Process.

CARRIED.

iv) Student Trips Policy

P. Gillie thanked Joan Kott, Environment and Outdoor Education Consultant and D. Knight, Risk Management and Insurance Administrator, for their hard work on the policy. She then highlighted page 16(iv)-3 the cornerstone and foundation of the work. She stated they had reviewed the policies of other Boards, reviewed with the Board's insurer and the health and safety guidelines. She noted the committee agrees the work is not yet finished, however, the goal is to have an in-service in the fall in order to implement the policy. P. Gillie thanked Irene Drozd, Secretary, Superintendent of Education for her hard work on designing the forms for addition to the Policy.

J. Kott explained the policy contains OPHEA safety guidelines and the committee continues to work on goals. She noted that committee input has helped to make the policy user-friendly.

It was moved by B. Wallace: That the draft Student Trips Policy be forwarded to the Joint Advisory Committee.

CARRIED.

18. Request for Permission to conduct a survey for Grade 12 students on Employment and Awareness

It was moved by E. Johnstone: That The Hamilton-Wentworth District School Board approve the request of Christian Van Dooren to administer a survey to Grade 12 students on employment and community awareness in secondary schools, provided the school principal agrees to participate in the study as outlined, the involvement of the students is voluntary and with parental or their consent, if adults, and a copy of the final report is provided to the Board.

B. Wallace asked E. Gafni as student trustee to comment on the survey.

E. Gafni agreed that it would be a worthwhile survey on behalf of students.

To the motion, CARRIED.

19. Safe Schools Review Committee

It was moved by E. Johnstone: That a Safe Schools Review Committee be established for the 1999-2000 School Year to review existing Safe Schools policies and programs from each of the former Boards in order to evaluate their strengths and weaknesses and to develop one set of policies and programs for use across the District.

CARRIED.

INFORMATION ITEMS:

20. Summer Institute 1999

K. Bell noted that trustees had received the information.

21. Staffing Report – Full Time Equivalent Positions

D. Russon noted the Additional Audio-Visual Technician in the Staffing Report.

It was moved by J. Rogers: That the May, 1999 Staffing Report regarding full-time Equivalent Positions be received for information purposes.

CARRIED.

22. Public Questions for Clarification

M. Clarke asked for clarification on the meaning of high needs be answered at the next Board meeting.

R. Mulholland informed members of another Budget meeting scheduled for Monday, June 7th, 1999.

It was moved by B. Wallace: That the meeting be adjourned, this being done at 10:43 p.m.

CARRIED.

MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE
JUNE 24, 1999

Those present: J. Bishop (Chair), E. Johnstone, B. Wallace, J. Rogers and R. Mulholland.

Regrets: J. Dewar

Also present: H. Bullock, W. Hicks, L. Orban and R. Woodworth

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), W. Joudrie (Superintendent of Education – City East), K. Waters (Superintendent of Education – Secondary West), P. Gillie (Superintendent of Education – Mountain East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East).

The Chair called the meeting to order at 7:00 p.m.

2. Approval of the Agenda

It was moved by B. Wallace: That the agenda be approved.
CARRIED.

ACTION ITEMS:

3. Special Class Admission and Demission Criteria Policy

The Chair noted there was only one item on the agenda for approval which was the Special Class Admission and Demission Criteria Policy. She clarified that the lay down contained revised wording which made the document consistent.

M. Botting noted this document had been approved at the Joint Advisory Committee meeting and that the shaded portions of the document show the revisions. She clarified that the only change is the wording “50%” has been replaced by “significant replacement program”.

It was moved by B. Wallace: That the Special Class Admission and Demission Criteria Policy be approved.
CARRIED.

The Chair stated this is a very significant document and commended the work that had gone into producing it.

There being no further business, the meeting then adjourned at 7:08 p.m.

A C T I O N I T E M S

EDUCATION COMMITTEE
1999 09 01

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: MERV MATIER, DIRECTOR OF EDUCATION
FROM: KEN WATERS, SUPERINTENDENT OF EDUCATION
DATE: August 26, 1999
RE: BRIDGES OF STEEL

Approved for distribution
by the Director.

Signature: W. Waters

Date: Aug 27/99

RECOMMENDATION:

Moved by _____ that the report on the Bridges of Steel be received for information.

Attached is an outline of a program that has been initiated in conjunction with Human Resources Development Canada. This program has obtained the support in the region of a variety of organizations and partnerships - Industry Education Council of Hamilton-Wentworth, Stoney Creek, and Hamilton Chamber of Commerce etc. The support has been very positive due to the fact that this partnership addresses a real need in our region.

A total grant of \$1.8 million has been awarded by Human Resources Development Canada to support this initiative.

KW:jb

Bridges of Steel

Key components of the program:

Grade 9

- Awareness of the careers available in the technological trades and the shortage of skilled labour in the region of Hamilton Wentworth. This awareness will be fostered through a variety of initiatives targeted at Grade 9 students. The Teacher Advisor system should play a key role in delivering this message.

Grade 10

- A variety of self-assessment tools and aptitude testing will be made available to all Grade 10 students as they prepare their personal portfolio and learn about job readiness skills. Students will discover their strengths and aptitudes at this time. This will be made available through the compulsory Career Studies course mandated under Secondary School Reform. Encouraging industry guest speakers in this course as well as all Technological courses will also increase the awareness opportunities for students wishing to enter the skilled trades. At the end of Grade 10 potential candidates for the specialized Bridges of Steel program will be identified.

Grade 11

- Students in Grade 11 will then attend school at one of six regional schools offering the Mohawk College Training Certificate as part of a Technological Studies course. This will provide opportunities to further develop their skills while at the same time gaining further exposure to training options available to them through Community College. As well, the opportunity to pursue an apprenticeship will be available upon completion of the course through the Ontario Youth Apprenticeship Program. Identification of potential candidates (30) to attend the Steel Skills Centre.

Grade 12

- The Steel Skills Centre will be developed (Secondary School to be determined) and used to train candidates wishing to pursue a career in a skilled trade (Tool and Die, Machinist, etc.). Two credits will be offered at this site in a skilled area (to be determined) during semester I. Upon completion of semester I, students will then be offered a full day internship (4 credits related to the two Skills Centre credits) in industry which will lead to full time employment upon graduation.

The strong support our board has received in the area of co-operative education will allow partnerships with business, industry and other community partners to grow and support this program.

The Bridges of Steel program has obtained support in the region through a variety of organizations and partnerships (OYAP Proposal – Consortium, Industry Education Council of Hamilton Wentworth, Stoney Creek and Hamilton Chambers of Commerce, Human Resources Development Canada etc.). The support has been very positive due to the fact that this proposal addresses a real need in our region. In addition to these organizations, the Industry Education Council of Hamilton Wentworth provides a link to many industry partners who participate in a variety of Industry-Education initiatives (Tuesday Night Trade Talks, Take Our Kids To Work Day, etc.). Our goal is to enhance and expand such partnerships. We hope to implement the following strategies:

- Development of a strategic plan to promote the sharing of resources, information and curriculum to parents, students and other industry partners
- Our industry partners will be active participants in curriculum development as we design internships to meet specific labour market needs.
- We will build on existing industry partnerships to secure employment for those students who choose direct entry to the work place as an option.
- We will continue to work closely with our local community college (Mohawk College) to develop articulation agreements and allow Bridges of Steel project students advanced standing in their chosen related program
- It is essential that industry be involved in all aspects of this project including: counseling strategies, curriculum writing, student evaluation and tracking. By doing so, industry will play a large role in ensuring that the student is an appropriately trained employee who possesses the necessary skills for success in the industry

Promotion of this program to students, teachers, employers and other prospective partners is imperative to ensure its success.

A variety of methods will be utilized to promote the Bridges of Steel program

- On-going public relations among all partners will be a priority of the Bridges team
- Development of a unit to be delivered by the Teacher Advisors in each school which will focus on the steel industry in our region, related careers and more specially the Bridges of Steel program
- In-service/presentations will be provided for:
 - Representative and prospective partners
 - Parent groups
 - Teacher advisors

- Industry partners identified on our steering committee will address peers within our region and present the benefits of the program and the mutual necessity for everyone's participation and support.
- Utilization of our successful OYAP marketing video which was produced by the Hamilton Wentworth District School Board's media specialist and focussed on a number of trades and featured many local employers.
- Symposiums, information letters, pamphlets, newsletters, trade publications and the Internet will be utilized on an ongoing basis.

There will be a strong need to ensure that employers understand and endorse the need for specific student work placements as the key to implementing the program.

- Although there is a need for young skilled labour/tradespeople in our region it will be articulated to industry that this partnership will only work if they play a key role in the teaching of the student in their place of business. It will be clearly defined that the work placement is intended to complement curriculum content such that a student will receive credits towards his/her graduation diploma.
- Facilitate the necessary training and information sessions that would support the employers understanding of the need for entry level training and that the best way to provide job training is "on-the-job" through placement functions.
- Industry is aware of the need to develop young workers for careers in skilled labour/trades and specifically those positions in steel related industries. The Hamilton Wentworth Training Board and Human Resources Development Canada monitor labour/demographic trends on an ongoing basis. These statistics will be made available to all partners in this project on a regular basis.
- Business understands that in order to compete in the global marketplace, it is essential to recruit, select and train the right person for the job and that the key to excellence in training entry-level employees is on the job training
- Employers will be made aware of the benefits that accompany on the job training which include associated costs savings, improved company morale, upgrading current employee skills, positive community image and diminishing the risk of hiring young employees

This program is more than career exploration and co-operative education programming to help work-bound students.

- Individually assessing students through the use of specific inventories and community/education career specialists and the infusion of the new Career Education Curriculum as set out in Secondary School reform
- Identifying student interests, skills and suitability factors which will be contained in a Student Portfolio
- Involving the students themselves in the identification of their own needs and those of the labour market

- In-class components will focus on skill development specific to the steel industry (market need) and is directly related to the on the job function of the program.
- The work placement in the Bridges of Steel program will, in most instances, lead to full-time employment.
- Industry is an equal partner in the delivery of curriculum content to complete a credit(s).
- Industry standards will be included in the curriculum content since industry will be involved in the writing and will be responsible for a portion of the delivery
- Teaching students how to develop their own career pathways and how to access school, community and labour market resources.
- Completion of training sessions at Mohawk College prior to graduation provides industry specific training for students

How we intend to expand and diversify this program to include other sectors of employment.

Through our experiences with the steel industry we are developing a template which will identify key components, stakeholders and procedures needed to effectively deliver a school to work 'Bridges' program in a variety of curriculum areas. The formation of Curriculum Sub-Committees similar to those in our OYAP program will ensure that key components of curriculum are met through internship programs in a variety of areas. The possibility certainly exists to address the Health Sciences related field in the region of Hamilton Wentworth given that it is the number one creator of jobs. It would be the next logical area to be targeted.

Monitoring of the students in the program.

Our program's success hinges on the frequency and quality of monitoring practices. Regular monitoring ensures that the students are engaged in meaningful, productive, hands-on learning in a safe well-supervised work environment. It is essential that the training profile, which will be developed in conjunction with industry partners, be utilized to assess student competencies as they progress through the training. The monitoring record will provide the basis for a credit to be granted by the secondary school principal

Monitoring will occur;

- prior to placement to ensure adequate safety and supervision of a student.
- at a minimum once every three weeks and conclude with an anecdotal report per visit
- by a telephone call and/or visit on the first day of placement
- to discuss/modify the student's Training Profile to ensure that student learning is occurring at the placement

Identification process for potential students of this program.

Presently in Ontario approximately 25% of our students go on to some form of post secondary school education and/or training. Close to 75% make an attempt to enter the work force directly. Students become frustrated when they are not able to find employment or find employment in an area for which they have little skill or interest.

Identification of work bound students will begin during the transition years through the Teacher Advisor System – a key component of Secondary School Reform. A variety of screening devices (assessments) will be made available to teacher advisors to use with their students

The infusion of Career Education curriculum in Grade 9 and 10 in addition to a variety of career awareness, self assessment, personal portfolio and aptitude testing activities will allow us to identify potential candidates for this program *prior to Grade 11*. In fact, early identification of students is a major component of the program and critical to its success.

In addition

- Promotion and marketing of the program to secondary students of all ages will be part of the marketing strategy.
- In Grade 10 a specialized package will be developed which will promote the whole concept of the Bridges of Steel program to students and their parents and will be congruent with the directions proposed in the Choices into Action consultation document
- The assessment process, which begins early in the student's secondary school experience, will be the primary tool for identifying work bound students.
- School to work partnerships with existing dropout intervention programs and community based youth services programs (Stoney Creek Youth Employer and Youth Training Centre) will be encouraged
- The Bridges of Steel program will be publicized with guidance counselors and Math and Technology teachers in senior elementary feeder schools

Opportunities for exceptional students will be addressed as part of this program including support they will need in order to participate.

Secondary School Reform mandates that a transition to employment/training be part of every exceptional student's Individual Education Plan. The Bridges of Steel proposal will necessitate the hiring of a job coach to assist exceptional students in achieving their aspiration of becoming successful, productive and contributing individuals.

The job coach will:

- assist in developing realistic educational and employment portfolios in conjunction with the appropriate school personnel
- assist in obtaining work placements for exceptional students
- assist in the development of meaningful training plans in conjunction with students, employers, parent and school personnel.
- assist in the monitoring of the student at the work placement during the work experience modules and/or internship

In-service among teachers and administrators is crucial to ensure broad support and understanding of the program.

Participating teachers, other school staff, employers and workers will be provided with a variety of opportunities to learn about courses being offered and teaching methodologies used to deliver the key components of these courses. Stronger community/industry/education linkage will provide for a more seamless entry into the work force and ensure program credibility in the eyes of all stakeholders.

We have identified several key stakeholders to ensure broad support of the Bridges of Steel program.;

- School administrators who control resources and scheduling are critical to the successful implementation of the program. Presentations at Principals' meetings will be crucial in creating and maintaining support for the program.
- Guidance counselors and teachers in the school have a large impact on the perception of the program the student's receive. Providing internship opportunities as part of professional development may change the stigma that many alternative programs receive
- Promotion of the program through the OYAP contact person at each school will also provide support and credibility because of the renewed emphasis on youth apprentices
- Promotion of the program through the Industry Education Council of Hamilton Wentworth will provide the educational conduit to industry, which should lend credibility to the program in not only the teacher's eyes but also the eyes of students and parents

We must have a process for evaluating the program, which will provide opportunities to modify the program to meet our goals and ensure its success.

- On going evaluation must occur over the term of the Bridges of Steel project in order to assess program strengths and weakness and strategies to modify the program where and when needed. Evaluation will occur in the following areas:
 - student assessments of training sites
 - industry assessment of in school training

➤ industry assessment of student performance during training period

- evaluation forms to obtain input from industry trainers, teachers, students, parents and school administrators of the overall effectiveness of the program.
- constantly accessing local labour market trends through HRDC and the Hamilton Wentworth Training Board will identify key labour market trends as more students enter the work force directly from school.
- The Hamilton Wentworth District School Board's staff will track destinations of secondary school graduates, which will provide a clear picture of those students entering the workplace directly upon secondary school graduation.

This program will become self-sustaining after a period of three years.

- The Bridges of Steel program will provide a framework for continued growth and transportability. Train the trainer sessions will ensure that staff throughout the board is familiar with all program components. During the three-year program many policies, procedures and models will be put in place in order to expand into other labour market needs in our region. In addition many community/industry/education linkages and partnerships will develop from which the need for continued financial support will arise. It is hoped that that these partnerships between the Local Training and Adjustment Board, the chambers of commerce, Hamilton Wentworth District School Board, HRDC and major businesses participating in the program will contribute financially to support the program. Capital start-up in this program is a one-time cost
- Partnerships and sponsorships will be investigated and encouraged as we proceed through the program for the first time. Where possible, redeployment of existing system funds will be studied and considered.
- Entrepreneurial ventures by students, staff and volunteers will be encouraged
- Secure and maintain relationships with partners in Business and Industry promoting partnership and responsibility
- An on – going search for new stakeholders and creative funding ideas will be an integral part of the coordination teams funding plan

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education
From: Wayne Joudrie, Superintendent of Education
Date: September 1, 1999
Subject: TREVLAC IMPLEMENTATION TEAM

Approved for distribution
by the Director

Signature: Merv Matier

Date: Aug 27/99

Recommended Action:

Moved by _____, that the Trevlac Implementation Team be approved as outlined.

Rationale:

On December 10, 1998, the H.W.D.S.B. approved Trevlac Computer Services Ltd. as the providers of the new Student Information Services program for the Board. A submission to the School Board Restructuring Fund was approved by the Ministry on February 23, 1999. The approval was for an amount of \$400,000. As well, an amount of \$155,000 was set aside from the 1998/99 Budget to help finance this project. An amount of \$475,000 was set aside for Software Licenses. After purchasing all necessary licenses and software, there is a surplus of \$45,000.

Colleen Hycz, Supervisor, was assigned to the role of Project Coordinator for the Student Information System. To date, we have implemented Trevlac in three secondary and three elementary schools as a pilot project to help with full implementation. As the pilots were being rolled out, Colleen approached Don Grant and me to ask for additional project management assistance. She was "swamped" in trying to roll out the pilots while still carrying a full load of Student Information System management for the remainder of our schools. Given the current vacancy in the Computer Services Manager Position, Don and I approved a short term contract with Notlas Consulting, a firm with extensive Student Information Systems experience. The contract expires August 31, 1999.

In mid August, 1999, Colleen tendered her resignation to the Board. She has been offered and has accepted employment with a private software company. We wish her well, however, this leaves us in a most difficult position. We are about to roll out Trevlac to all Secondary Schools this fall and all elementary schools during the winter/spring of 2000.

In order to have a chance at a successful implementation, I would recommend the following Implementation Team. It is a "bare bones" structure, but with the right staff and a strong team effort we should be successful.

Staff-- Trevlac/Implementation Team:

Communication & Supervision	Wayne Joudrie
Project Coordinator	Notlas Consulting (Contract)
Data Conversions	2 Technicians from the Technical Services Section
Staff Training	2 Technicians currently assigned to this role
School Support Team	1 Secretary + .5 Administrator seconded from their respective schools for the 1999-2000 School Year
Technical Support	1 Computer Technician from the Technical Services Section

Costing-- There are two specific costs associated with the team.

1. Project Coordinator—A contract would need to be developed with Notlas Consulting. Approximate cost would be \$120,000 for the September 1, 1999 to August 31, 2000 time period.

Funding-- There are three funding sources to off set the costs involved.

1. Temporary non-replacement of one Computer Services position for the duration of 1999-2000 year would generate \$45,000 approximately.
2. The anticipated savings in software costs are \$45,000.
3. The remaining \$30,000 reallocated from Operating Budgets.

W. Joudrie



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

#7

TELEPHONE (905) 527-5000

MEMORANDUM

To: The Director of Education

From: Nora Campbell
Superintendent of Education

Re: 'Draft' Pre-employment Screening Policy

Approved for distribution
by the Director.

Signature: _____

Date: _____

N. Campbell
Aug 27/99

Recommended Action:

It was moved by _____ that the 'draft' Pre-employment Screening Policy be referred to the Joint Advisory Committee.

Background:

The Criminal Reference Check Policy Committee met on several occasions and reviewed policies and practices of other organizations. I believe that the wording of the 'draft' policy is self-explanatory. For your information, members of the Committee are listed at the end of this package.

Aug. 26/99
/mlr



PRE-EMPLOYMENT SCREENING POLICY

Date Approved: 00/00

Projected Review Date: 00/00

It is the policy of The Hamilton-Wentworth District School Board to ensure that all prospective employees will be screened prior to being hired and commencing work. The Board is in a position of trust with regard to its students, employees, and volunteers. The Board shall take reasonable steps to provide and maintain a safe and secure learning and working environment.

RESPONSIBILITY: Superintendents of Education, Superintendent of Business & Treasurer,
Superintendent of Plant

OPERATING PROCEDURES:

1. The Board will require the following to be completed as part of the pre-employment process:
 - (a) reference check
 - (b) certificate of good health
 - (c) tuberculosis test
 - (d) WHMIS training
 - (e) police records check
 - (f) appropriate certification as required
2. All pre-employment screening costs are to be paid by the prospective employee.
3. Prior to the recommendation to hire, the supervisor must complete Section C of the Pre-employment Screening form.
4. Prior to commencing employment, the Human Resources Department must have verified the completion of Sections D and E of the Pre-employment Screening form.
 - 4.1 Certificate of Good Health:
The prospective employee must submit a recent (within 3 months) certificate of good health indicating that he/she is in good health. Prospective employees must be capable of fulfilling the essential duties of the job.
 - 4.2 Tuberculosis Test:
All prospective employees must submit a certificate confirming that they have completed a Tuberculosis test (phase 1) within the last 12 months.
 - 4.3 WHMIS Training:
In accordance with Sections 42(1)(2)(3) of the Occupational Health and Safety Act (OHSA), all new employees must receive WHMIS training prior to commencing employment. New employees who have received WHMIS training within the past twelve months must provide written documentation.

4.4 Police Records Check:

4.4.1 The Board, subject to 6.3 below, will not knowingly offer employment to any person with a record of criminal conviction for which a pardon has not been granted. The following offences especially compromise the safety and well-being of its students, employees, and volunteers:

- (a) any sexual offence under the Criminal Code;
- (b) any violations under the Controlled Drug and Substances Act;
- (c) any criminal offence involving minors;
- (d) crimes of violence which include, but are not limited to, threats, assaults and use, possession or concealment of a weapon or imitation of a weapon;
- (e) propagation of hate literature or incitement to hatred;
- (f) possession, distribution or sale of any pornographic or violent material;
- (g) other offences specifically related to the job.

4.4.2 While the conviction of any of the above noted offences would, in the normal course, present a bar to employment, the Board does recognize the principle of rehabilitation and may therefore consider the hiring of a person after a full assessment based upon consideration of the following factors:

- a) the specific duties and responsibilities of the position in question and the relevance of the police records, criminal charge(s), and/or conviction(s) to that position;
- b) the length of time since the police record was established;
- c) rehabilitative efforts undertaken;
- d) the risk posed to the safety and security of students, staff, volunteers and/or Board property.

4.4.3 The Human Resources Department will examine the Police Records Check. Where there is a concern, the information will be assessed by a supervisory officer. A meeting will be held with the candidate and the appropriate supervisory officer before a final recommendation is made.

Legislative Authority:

Canadian Charter of Rights and Freedoms
 the Criminal Code
 the Ontario Human Rights Code
 the Police Services Act
 the Child and Family Services Act
 the Young Offenders Act
 the Municipal Freedom of Information and Protection of Privacy Act
 the Education Act
 Policy/Program Memorandum #77.
 the Occupational Health & Safety Act

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

PRE-EMPLOYMENT SCREENING INFORMATION

1. It is Board policy that all prospective employees participate in the pre-employment screening process. If an individual chooses not to participate, the application for employment will not be given further consideration.
2. Prior to the interview the supervisor will ensure that the candidate has completed Sections A and B of the Pre-employment Screening form.

The supervisor must check references and complete Section C of the Pre-employment Screening form.
3. The recommended candidate is required to submit a Police Records Check from the Hamilton-Wentworth Regional Police Department.

The Police Records Check shall be received, reviewed, and retained by Human Resources in a secure file.
4. All pre-employment screening costs are to be paid by the prospective employee.

PRE-EMPLOYMENT SCREENING FORM**SECTION A - REFERENCE CHECK CONSENT FORM:**

(to be completed by the candidate)

Prospective employees are required to submit a minimum of three(3) appropriate references.

Under the Municipal Freedom of Information and Protection of Privacy Act I,

_____, authorize The Hamilton-Wentworth District School Board to contact the persons or organizations listed below for the purpose of obtaining reference information including information contained in my personnel file(s). These persons are authorized to disclose such information.

Name	Position/Title	Telephone No.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date _____

Candidate's Signature _____

SECTION B - CRIMINAL OFFENCE DECLARATION:

(to be completed by the candidate)

Have you ever been convicted in Canada or in another country of a criminal offence for which you have not received a pardon?

Yes [☐]No [☐]

I declare that this information is true. I understand that a false statement may disqualify me from employment or cause my dismissal.

Date _____

Candidate's Signature _____

SECTION C - REFERENCE CHECK (TO BE COMPLETED BY THE HIRING SUPERVISOR)

A minimum of two references must be contacted prior to recommending employment.

Name	Position/Title	Telephone	Date Contacted	Recommendation
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Recommendation for hire [☐]NOT recommended for hire [☐]

Date: _____

Supervisor _____

SECTION D - TO BE COMPLETED BY HUMAN RESOURCES DEPARTMENT:

	Received	Accepted
Reference Check	[]	[]
Certificate of Good Health	[]	[]
Tuberculosis Test	[]	[]
WHMIS Training	[]	[]
Police Records Check	[]	[]
Appropriate Certification, as required	[]	[]

All pre-screening requirements completed:

Date

Verified by Human Resources

SECTION E - RECOMMENDATION TO HIRE:

It is recommended that _____ be hired for the position of

Date

Supervisory Officer

NOTE: Signing authority for Section E:

- (a) Superintendent of Education responsible for Secondary Staffing (Secondary Teachers)
- (b) Superintendent of Education responsible for Elementary Staffing (Elementary Teachers)
- (c) Superintendent of Plant (CUPE & LIUNA Employee groups)
- (d) Superintendent of Instructional Services (Educational Assistants/Social Workers/Psycho-Educational Consultants/Speech & Language Pathologists)
- (e) Manager of Human Resources (OCTU & Non-unionized employees)
- (f) Director of Education (Supervisory Officers)

CRIMINAL REFERENCE CHECK POLICY COMMITTEEMEMBERSHIP

Marian Avery	Education Centre	x 2410	Human Resources
Ken Bain	Education Centre	x 2622	Sen. Administration
Nora Campbell	Education Centre	x 2674	Sen. Administration
Brian Radke	1423 Upper Ottawa Hamilton	574-8285	O.S.S.T.F.
Paula Dunn	Education Centre	x 2325	Human Resources
Kelly Hayes	3rd Floor Sanford Ave. School	529-1634	H.W.E.T.L.
Stacey Hill	Education Centre	x 2666	Human Resources
Barb Jepson	Gordon Price School	574-6336	Elem. Principals
Ron Mauro	Orchard Park Sec. Sch.	573-3550	Sec. Principals
Ana Misiti	1423 Upper Ottawa Hamilton	574-8285	O.S.S.T.F. Cler/Tech
Ken Waters	Education Centre	x 2361	Sen. Administration
Myra Acciaroli	Police Department	546-4767	Regional Police Dept.



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

48

MEMORANDUM

To: The Director of Education

From: Nora Campbell
Superintendent of Education

Re: 'Draft' Staff Development Policy

Approved for distribution
by the Director

Signature:

Date:

Aug 27/99

Recommended Action:

It was moved by _____ that the 'draft' Staff Development Policy be referred to the Joint Advisory Committee.

Background:

In April of 1998, as part of an LEIC recommendation, a Board committee regarding Staff Development was formed. The mandate of this committee was to examine three areas:

- ▶ General Staff Development
- ▶ Leadership Development
- ▶ Principal/Vice-Principal Selection Process

The final report of the General Staff Development Sub-committee and the Leadership Committee are attached (Appendix A) as background information for the 'draft' policy statement. Appendix B represents the list of Committee members.

Aug. 24/99
/mlr



STAFF DEVELOPMENT POLICY

Date Approved: 00/00

Projected Review Date: 00/00

It is the policy of The Hamilton-Wentworth District School Board to improve student performance and system effectiveness by facilitating the continuous growth of its employees through a comprehensive program of Staff Development within the framework of system beliefs and goals.

RESPONSIBILITY: Superintendent of Education – Staff Development

OPERATING PROCEDURES:

1.0 Structure

- 1.1 Staff Development and Training programs shall be driven by System initiatives, legislated regulations, school/department plans, and emergent staff needs.
- 1.2 A System Staff Development Advisory Committee shall be established. This committee shall:
 - a) establish guidelines and procedures for allocation and tracking of staff development funds;
 - b) review plans for expenditure of staff development funds; and
 - c) provide an annual review report to Executive Council.
 This committee shall consist of the following representation:
 - Principals
 - Department Managers
 - Employees
 - Supervisory Officer with the Staff Development portfolio
 - Staff Development Officer
- 1.3 Each school/department shall have a Staff Development Committee. This committee shall:
 - a) identify staff needs;
 - b) interface staff needs with the school/department plan, giving priority to those needs related to the school plan;
 - c) recognize there may be instances where a principal or department manager may need to respond to an individual's unique needs;
 - d) ensure that acquired information and/or expertise from approved conferences, courses will be shared with staff; and
 - e) the principal/manager in consultation with the Staff Development Committee shall forward identified school/department staff development needs to the Staff Development Department.
- 1.4 Each supervisory officer shall identify staff development needs to support those individuals/initiatives within each supervisory portfolio. These requests shall be forwarded to the Staff Development Department.
- 1.5 Accountability measures shall take the form of an annual review report, prepared by the System Staff Development Advisory Committee, regarding expenditures and impact of

staff development initiatives. The primary focus of the annual review report shall be to evaluate the impact of staff development expenditures on improved student performance.

2.0 Expenditure Guidelines

- 2.1 Attendance at conferences, seminars, workshops must support either:
 - a) the established objectives and priorities of the Staff Development plan or the school/department; or
 - b) must be of a type that can be reasonable expected to improve performance; or
 - c) is required for the employee's position.
- 2.2 Wherever feasible, cost effective measures are to be followed – i.e. shared accommodation, shared travel, economy class travel, and meals as prescribed by the Employee expense Policy.
- 2.3 All claims for conference/staff development reimbursement shall be submitted on the Conference/Staff Development Reimbursement Claim Form (copy attached).
- 2.4 Honoraria: a gift to in-house in-service deliverers ranging from \$25.00 to \$50.00 where principal/supervisor deems warranted.

3.0 Authorization

- 3.1 Expenditure of funds allocated to schools to be approved by the school principal.
- 3.2 Expenditure of funds allocated to the Education Centre departments to be approved by the superintendent or designate(s).
- 3.3 Expenditure of funds allocated for system initiatives to be approved by the appropriate supervisory officer.
- 3.4 All expenditures must be authorized by the applicant's supervisor.

4.0 Budget

- 4.1 Staff Development funds allocated to school/department budget lines shall be non-transferable.
- 4.2 Expenditures exceeding school/department allocation shall be covered by the school/department overall budget.
- 4.3 The cost of any occasional/casual coverage required shall be charged to the school/department Staff Development budget.

DRAFT

8-3



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
CONFERENCE/STAFF DEVELOPMENT REIMBURSEMENT CLAIM

Applicant's Name: _____

School/Location: _____

Description of Claim:
(include Title, Date,
& Location) _____

All
original
receipts
must
be
attached

Registration Fee: \$ _____

Meals: \$ _____

Accommodations: \$ _____

Mileage: _____ km x _____ rate \$ _____

Other: _____ \$ _____

_____ \$ _____

_____ \$ _____

TOTAL CLAIM: \$ _____

Staff Development Account # _____

Applicant's Signature: _____

Authorization:

Principal/Supervisor: _____

For Accounting Use Only

Vendor # _____ Approval: _____ Accuracy: _____ Reviewed: _____

Entry Date: _____

Staff Development – Staff Development Policy

POLICY STATEMENT: It is the policy of The Hamilton-Wentworth District School Board to improve student performance and system effectiveness by facilitating the continuous growth of its employees through a comprehensive program of Staff Development within the framework of system beliefs and goals.

Please refer to Board Policy # XXXX Staff Development for the complete policy.

- Staff Development and Training programs shall be driven by System initiatives, legislated regulations, school/department plans, and emergent staff needs.
- A Staff Development Advisory Committee shall review the system Staff Development plan annually.
- Accountability measures shall take the form of an annual review report, prepared by the Staff Development Advisory Committee, regarding expenditures and impact of staff development initiatives. The primary focus of the annual review report shall be to evaluate the impact of staff development expenditures on improved student performance.

Expenditure Guidelines

- Attendance at conferences, seminars, workshops must support either:
 - a) the established objectives and priorities of the Staff Development plan or the school/department; or
 - b) must be of a type that can be reasonable expected to improve performance; or
 - c) is required for the employee's position.
- **All claims for conference/staff development reimbursement must be submitted on this form.**
- Wherever feasible, cost effective measures are to be followed – i.e. shared accommodation, shared travel, economy class travel, and meals as prescribed by the Employee Expense Policy.

Authorization

- Expenditure of funds allocated to schools to be authorized by the school principal.
- Expenditure of funds allocated to the Education Centre departments to be authorized by the superintendent or designate(s).
- Expenditure of funds allocated for system initiatives to be authorized by the appropriate supervisory officer.
- **All expenditures must be authorized by the applicant's principal/supervisor.**

Submission of Claims for Reimbursement

- Upon completion, submit claim form to the Accounting Department for reimbursement.
- Ensure all **original** receipts are attached (incomplete forms will be returned).
- Reimbursement cheques will be sent to the claimant's school/department.

STAFF DEVELOPMENT TRANSITION COMMITTEE

1. General Staff Development Sub-Committee Report

Chairs: Gail Rappolt & Judith Bell

(a) *Philosophy:*

Beliefs

Successful organizations are learning organizations where:

- Improved student learning, behaviour, and achievement measure success in an educational organization.
- Staff development addresses the development and training needs of all system employee groups.
- For the system to be health, staff development and training programs and services develops the "whole employee" through job-related training, programs for personal health, well-being, and career planning.
- System goals drive the professional and career planning aspects of staff development
- Employee needs drive the personal aspects of staff development programming
- The system and its employees share responsibility for employees' growth and learning
- Risk-taking is valued, encouraged, and supported through staff development and training

Outcomes

- All staff development and training ultimately impacts positively on student learning and results
- Employees believe they are valued members of the organization and demonstrate this belief by sharing ownership for the organization's success
- Staff development and training is recognized and accredited in formal ways for all employee groups
- All staff development and training is delivered using current adult learning principles and is co-ordinated through staff development and training personnel
- Accountability measures will be in place to ensure that staff development and training resources spent on individual employees, schools, departments, and system programs, ultimately impact positively (directly and indirectly) on student learning, behaviour and achievement

(b) *Structure*

Starts:

- Establish full-time staff development personnel to deliver, manage, and co-ordinate staff development and training programs within the system
- Staff development and training personnel report to a supervisory officer who demonstrates adult learning principles and is a strong advocate for adult learning
- A Staff Development Co-ordinating Committee with representation from all employee groups work with staff development personnel to determine needs, identify exemplary practices and advise on and assess the effectiveness of programs
- Establish partnerships among board departments, with unions and federations, and with outside groups
- Establish a policy statement for staff development and training for all employee

- groups
- Use staff expertise by designating a percentage of release time for consultancy (e.g. using \$\$ from the consultancy envelope at the school level to develop/share in-house expertise)
- Include non-teacher professionals and paraprofessionals in curricular in-service from the inception of new programs, where appropriate
- Make provision for staff development and training for school councils and volunteers

Continues:

- Staff development and training includes programs for: orientation, job-related skill development, leadership development, career planning, personal growth & development, employee wellness
- Continue with strategy of supporting system goals and pursuing them consistently until achieved
- School and employee groups establish staff development and training committees

(c) **Delivery**

Starts:

- Staff development and training is a component of all Board initiatives/programs
- Review program delivery annually and adjust it based on emerging needs of the system and employee groups
- Ensure consistency in in-service for new curriculum implemented across the system
- Develop revenue-generating programs (e.g. summer institutes, conferences, workshops, seminars)
- Open user pay programs to general public
- Provide incentives to promote mentorship and volunteerism
- Hold workshop participants accountable for their use of resources when they attend workshops outside the system
- Develop accountability mechanisms to determine changes that occur as a result of money spent on staff development and training

Continues:

- Leaders demonstrate through their actions that staff development and training is an important priority
- Ensure staff development and training availability for all employee groups
- Continue with school-based in-service sessions focused on the school plan
- Identify, encourage, and utilize expertise from all staff
- Continue with the train-the-trainer model
- Continue the mentorship model (Growth for Both)
- Continue evening/summer programs and in-service

(c) **Resources**

Starts:

- There is a need for full-time staff development personnel. The role description would include: respond to stated needs of schools & groups of schools; deliver a range of leadership, staff development and training programs to both academic and support staff; create revenue generation and user pay concepts; co-ordinate and manage the delivery of programs; implement the staff development directions of Executive Council; develop links with staff development reps in schools/unions; implement and monitor the allocation of staff development funds as recommended by the Staff development Co-ordinating Committee and as determined by Executive Council. Qualifications would include: demonstrated advocate for adult learning;

credible, trusted and respected throughout the system; demonstrated knowledge of adult learning theory; a background (training) in Organizational development or Staff Development; a demonstrated understanding of the educational process and the demands of school life

- Develop revenue-generating programs (e.g. summer institutes, conferences, workshops, and seminars)
- Develop user-pay programs and open them to the public
- Assign a portion of the "consultancy" envelope to schools so that in-house expertise can be used within and among schools (i.e. occasional teacher money)
- Provide incentives to encourage people to both give and get staff development programs
- Superintendents of Education must hold principals and managers accountable for the spending of staff development and training funds
- Staff development funds need to be spent only on staff development and training
- Consistent policies need to be developed regarding user pay

Continues:

- The majority of the budget will be allocated to schools on a per capita basis (all staff)
- Executive Council will designate a portion of the budget for system initiatives, employee groups (may or may not work in schools), leadership development and training, staff development personnel to deliver programs
- Expand and find more creative ways to encourage and use expertise that already exists in the system
- Where appropriate (recommended by Co-ordinating Committee and approved by Executive Council), the cost of some programs should be recovered through user pay
- Use creative ways in the system to release staff fro training and in-service

2. Leadership Development Sub-committee

Chair: Georgina Pain

Recommendations:

- Leadership development is an integral part of any system and school/department staff development process/plan
- Leadership development and training opportunities shall be designed to produce knowledge, skills, and attitudes necessary to develop effective leaders
- All stakeholders shall have the opportunity to develop and recognize leadership potential within themselves
- Leadership development involves ongoing, planned, professional training and development of all leaders and stakeholders
- Leadership development is the responsibility of both the system and the individual
- Leadership development will be addressed in the performance appraisal process and the school/department plan leading to individual growth and improved student performance

Staff Development Policy Committee

Name	Location	Telephone	Rep
Lucy Veerman	Budget Department	x 2213	Finance
Irene Polidori	Accounting Department	x 2206	Finance
Linda Shuker		643-2220	Parent
Elizabeth Rutherford	Cardinal Heights	385-5344	Elementary Principals
Barb Ridley	Ancaster High	648-4468	Secondary Principals
Doug Cihocki	Sherwood	383-3377	Secondary Principals
Ana Misiti	O.S.S.T.F. Office	574-8285	Office, Clerical & Techn.
Dianne Parr	Communications Services	x 2435	Prof. Support Services Staff/P.A.S.S.
Tony Cupido	Superintendent of Education	x 2203	Plant Services
Duane O'Connor	Plant Services	x 2612	Plant Services/P.A.S.S.
Kelly Hayes	HWETL Office	529-1634	Elementary Teachers
Glenn Whitwell	Saltfleet District High	573-3000	Secondary Teachers
Judith Bell	Staff Development	x 2462	Staff Development
Nora Campbell	Superintendent of Education	x 2674	Staff Development
Joseph Rogers	Board Office		Trustee

#9

Approved for distribution
by the Director.

Signature: _____

Date: _____

M. Matier

Aug 27/99

Date: September 1, 1999

To: Merv Matier
Director of Education

From: Dr. Elizabeth Bond, Superintendent of Education

Re: Secondary School Reform Implementation Plan: 1999-2000

Recommended Action:

Moved by ----- that the Secondary School Reform
Implementation Plan: 1999-2000 be received for information.

September 1999 marks the beginning of the implementation of Secondary School Reform across the province of Ontario.

During the 1998-99 school year a Secondary School Reform Steering Committee was established to co-ordinate, facilitate and make recommendations regarding the implementation of Secondary School Reform in the Hamilton-Wentworth District School Board. A four-member Secondary School Project Team was assigned specific tasks, including chairing identified subcommittees that assisted in planning and preparing for the changes announced by the Ministry.

The requirements outlined in the new Ministry Policy documents Ontario Secondary Schools, Grades 9-12 1999 and Choices into Action 1999 form the basis for the Secondary School Reform Implementation Plan: 1999-2000. The Plan was developed in June, 1999, in conjunction with the Secondary School Principals and Vice-Principals, the Curriculum Implementation subcommittee and the members of the Secondary School Reform Steering Committee.

Highlights of the Plan, which focuses on school-based implementation, include an expanded subcommittee structure to address identified needs and expected outcomes. Due to the reduction in the number of central office support staff, there are provisions for increased school-level leadership and participation. Ongoing and regular feedback from students, parents and staff will be built into each secondary school's Implementation Plan. The Secondary School Reform Steering Committee has scheduled regular meetings for 1999-2000 to monitor the implementation of the Plan.

The cost to the Board to implement the Plan is included in the 1999-2000 Board approved Budget.

**SECONDARY SCHOOL REFORM 1999-2000
IMPLEMENTATION PLAN**

9-1

Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
CURRICULUM	<ul style="list-style-type: none"> Inservice and planning time for Implementation of Grade 9 curriculum Preparation for the implementation of Grade 10 curriculum Integration of technology education across the curriculum 	<p>System: Curriculum Implementation Committee (previously established) Chair: Krista Brodersen</p> <p>School: Department Heads, Teachers</p>	<ul style="list-style-type: none"> Committee to meet four times during year for planning and networking Committee members and one additional representative per subject attend MET funded training for Course Profiles Committee members work with department heads and/or subject groups to provide information and inservice Inservice provided for department heads and teachers 	<ul style="list-style-type: none"> Grade 9 Curriculum Policy Documents implemented Working towards consolidation of Grade 9 curriculum for the 2000-2001 school year (See Curriculum Implementation Committee Implementation Plan attached) Awareness of and preparation for the implementation of the Grade 10 Curriculum Policy Documents 	<p>Grade 9 Sept. 1999-June 2000</p> <p>Grade 10 Jan.-June 2000</p>
ASSESSMENT, EVALUATION and REPORTING	<ul style="list-style-type: none"> Inservice and planning time for Expectation-Based Curriculum Planning Assessment Planning including Rubrics and other Assessment Strategies Aligning Levels of Achievement and Percentage Grades Provincial Report Guide <ul style="list-style-type: none"> - Guide to the Provincial Report Card - Working with an electronic version IEP process 	<p>System: Assessment, Evaluation and Reporting Committee (To be established) Chair: Kathie Hibbins</p> <p>School: Principals/Vice Principals, Department Heads, Teachers</p>	<ul style="list-style-type: none"> Phase III MET Training Inservice for Expectation-Based Curriculum Planning including assessment strategies Preparation of a support document for the Guide to the Provincial Report Card Inservice re use of an electronic version of the Provincial Report Card Inservice provided for teachers 	<ul style="list-style-type: none"> Awareness of changes to assessment, evaluation and reporting process Preparation for the implementation of Expectation-Based Curriculum Planning beginning in September 2000 Support document for the Guide to the Provincial Report Card is available to staff Teachers using an electronic version of the Provincial Report Card Teachers and LRT's familiar with and able to create an IEP which will meet student need Teachers aware of strategies for modifying program for students with an IEP 	Sept. 1999 – June 2000
GRADE 10 READING AND WRITING TEST	<ul style="list-style-type: none"> Preparation and process for the administration of the test in fall of 2000 	<p>System: Committee for the Grade 10 Reading and Writing Test (To be established) Chair:</p> <p>School: Principals/Vice Principals, Department Heads, Teachers</p>	<ul style="list-style-type: none"> EQAO provides training for Principals/Vice Principals and a train-the-trainer model Trainers provide training for classroom teachers who will be administering the test 	<ul style="list-style-type: none"> Teachers prepared to administer the Grade 10 Reading and Writing Test 	Jan. – October 2000

SECONDARY SCHOOL REFORM 1999-2000
IMPLEMENTATION PLAN

9-2

Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
CHOICES INTO ACTION	<ul style="list-style-type: none">Awareness of policy document and its implicationsPlanning for implementation including Program Advisory Teams and Program Effectiveness SurveyInservice for staff – The Annual Education Plan and Teacher Advisor ProgramExpanding of Teacher Advisor Program to Grade 10 beginning in September 2000	<p>System: Experiential Learning Liaison Student Services Department Heads Secondary School Reform Consultant Teacher Advisor System Committee (previously established)</p> <p>School: Principals/Vice Principals, Student Services Staff, Teacher Advisors</p>	<ul style="list-style-type: none">Work with Principals/Vice Principals (elementary and secondary) and student services representatives to develop a plan for implementation of the Program Advisory Team(s)Develop a strategy for implementation of the Program Effectiveness Survey for the year 2001.Inservice provided for the Teacher Advisor System Committee (TASC) and guidance counsellorsTASC provide inservice for school staff	<ul style="list-style-type: none">Plan in place for the implementation of the Program Advisory Team(s)Program Effectiveness Survey strategy is establishedTeacher Advisors and Guidance Counsellors are prepared to assist students in the preparation of the Annual Education PlanSchool plans are in place for the inclusion of Grade 10 students in the Teacher Advisor program beginning in September 2000	<p>Sept. – Dec. 1999</p> <p>1999 – 2000</p> <p>Sept. – Oct. 1999</p> <p>June 2000</p>
	<ul style="list-style-type: none">Review and planning for programs to meet student needs and MET requirementsPreparation of a report including recommendations to be presented to trusteesInservice and planning time for staff for new Grade 9 curriculum including locally developed courses; preparation for Grade 10	<p>System: Alternative Program Advisory Committee (previously established) Acting Chair: Elizabeth Bond CoChair:</p> <p>Curriculum Implementation Committee</p> <p>School: Principals/Vice Principals and Department Heads</p>	<ul style="list-style-type: none">Working committee including sub-committees to gather data, review and plan for programs to meet student needsSuperintendent and committee to prepare a report for Education Committee/BoardInservice – subject specific as provided by curriculum implementation committeeInservice provided for teachers	<ul style="list-style-type: none">Report with recommendations presented to Education Committee/BoardGrade 9 Curriculum Policy Documents including Locally Developed Courses implementedWorking towards consolidation of Grade 9 curriculum for the 2000-2001 school year (See Curriculum Implementation Committee Implementation Plan attached)Awareness of and preparation for the implementation of the Grade 10 Curriculum Policy Documents	<p>Sept. – Dec. 1999</p> <p>Sept. 1999 – June 2000</p>

SECONDARY SCHOOL REFORM 1999-2000
IMPLEMENTATION PLAN

9-3

Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
COMMUNITY INVOLVEMENT	<ul style="list-style-type: none"> Development of a Policy on Community Involvement Identified list of acceptable activities for community involvement Preparation of an information document outlining roles and responsibilities of all participants Course Calendar Insert Forms for recording community involvement 	<p>System: Community Involvement Committee (To be established) Chair: Susanne Dubé</p> <p>School: Principals/Vice Principals</p>	<ul style="list-style-type: none"> Committee to prepare a list of acceptable community involvement activities Inservise provided for Principals/Vice Principals Information booklet prepared and distributed Insert in 2000-2001 Course Calendar Process for completion and record-keeping of community involvement hours 	<ul style="list-style-type: none"> Policy on Community Involvement in place Information booklet prepared and distributed Students and parents informed of the process for completing and recording hours for the communicate involvement 	Sept. - Dec. 1999
REMEDIATION	<ul style="list-style-type: none"> Remedial programs for students needing assistance 	<p>System: Remedial Program Committee (To be established) Chair:</p> <p>School: Department Heads, Teachers</p>	<ul style="list-style-type: none"> Review existing remedial programs Develop/compile a resource package describing Board and/or school models Provide inservice to staff re models and effective practices for remediation 	<ul style="list-style-type: none"> Resource package available to schools to assist in the planning of remediation programs Remediation programs in place for students needing assistance in September 2000 	Sept. 1999 - June 2000
TRANSITIONS	<ul style="list-style-type: none"> Planning and process for assisting student to make transition from Grade 8 to 9 Promotion Issues Information re Grade 10 Reading & Writing Test provided to Grade 7/8 teachers Annual Education Plan 				

CURRICULUM IMPLEMENTATION COMMITTEE

(Established)

MANDATE:

To develop and facilitate a plan for the implementation of the Curriculum Policy Documents.

CHAIR: Krista Brodersen

COMMITTEE MEMBERSHIP:

Representative(s) from each of the subject areas:

English
Mathematics
Science
Geography
Family Studies
Health and Physical Education
Art
History

Music
Technological Education
Business
Guidance and Career Education
French
English as a Second Language
Library
Section 19

Suggested Additions:

Special Education

ASSESSMENT, EVALUATION and REPORTING

(New)

MANDATE:

To develop a support document for the Guide to the Provincial Report Card.

To identify inservice needs of staff.

To facilitate and/or provide inservice to classroom teachers in the areas of assessment and evaluation.

CHAIR: Kathie Hibbins

COMMITTEE MEMBERSHIP: (suggestions)

Principal(s)
Vice-Principal(s)
Special Education Representative
Department Head(s)

CHOICES INTO ACTION (New)

MANDATE:

To develop a plan for the implementation of the Choices Into Action policy document, particularly the Program Advisory Team and the Program Effectiveness Survey.
To provide inservice for staff on the Teacher Advisor System and The Annual Education Plan.

CHAIR:

COMMITTEE MEMBERSHIP:

Experiential Learning Liaison
Principals/Vice Principals – elementary, middle and secondary
Student Services Department Head(s)
Secondary School Reform Consultant

Suggested Additions:

IEC

Junior Achievement

Community Representatives

Subcommittee – Teacher Advisor System Committee

ALTERNATIVE PROGRAM ADVISORY COMMITTEE (Established)

MANDATE:

To investigate the implications of Secondary School Reform on the current delivery of Vocational and Basic Level programming.
To make recommendations for future program delivery based on the findings.

ACTING CHAIR: Elizabeth Bond

CoChair:

COMMITTEE MEMBERSHIP:

School Representatives
Principals/Vice Principals – middle and secondary
Special Education Co-ordinator
Secondary School Reform Consultant
Social Work Services
Behaviour Resource Team
Psychological Services
Community Representative
School Council
Trustee

GRADE TEN READING AND WRITING COMMITTEE (New)

MANDATE:

To plan a process for the preparation and administration of the Grade 10 Reading and Writing Test beginning in September 2000.

CHAIR:

COMMITTEE MEMBERSHIP:

Administrator(s)
Secondary School Reform Consultant
Special Education
English as a Second Language

Suggested Additions:

Department Heads

REMEDIAL PROGRAM COMMITTEE (New)

MANDATE:

To review existing remedial programs within the Board.
To develop/compile a resource package describing remedial program models.
To facilitate and/or provide inservice to staff.

CHAIR:

COMMITTEE MEMBERSHIP:

Principals/Vice Principals – composite and vocational
Special Education Consultant
Learning Resource Teacher
Representative(s) from existing remedial programs
Secondary School Reform Consultant

Additional Suggestions

Section 19

Jackson High English as a Second Language
Community Agencies that offer remediation programs

COMMUNITY INVOLVEMENT COMMITTEE (New)

MANDATE:

To develop a Board Policy for Community Involvement
To validate and co-ordinate the work of the sub-committees

CHAIR: Suzanne Dubé

COMMITTEE MEMBERSHIP:

Members of Sub-Committee A and Sub-Committee B

Sub-Committee A

Mandate:

To develop a list of acceptable community involvement activities for the Board.
To consult with the Board insurer and seek legal advice.

CHAIR:

COMMITTEE MEMBERSHIP:

Principals/Vice Principals – 2
Vocational Education Principal/VP
Inner-city School Principal/VP
School Council

S.E.A.C.
Experiential Learning Liaison
Secondary School Reform Consultant

Sub-Committee B

Mandate:

To develop forms for student use – planned activities and completed activities.
To develop a document that explains the community involvement requirement and the roles and responsibilities of the various participants.

CHAIR:

COMMITTEE MEMBERSHIP:

Administrator
Experiential Learning Liaison

Guidance and Career Education
Secondary School Reform Consultant

Additional Suggestions (either sub-committee A or B or both)

Student(s)

Home & School Association

Community Representatives

Focus Groups

Consideration given to focus groups for input and feedback from students, school councils, volunteer organizations, community

10

MEMO

September 1, 1999

To: Merv Matier, Director of Education

From: Ken Waters, Superintendent of Education

Re: Hamilton-Wentworth Interscholastic Council Constitution

Approved for distribution
by the Director.

Signature: Merv Matier

Date: Aug 27/99

RECOMMENDATION:

Moved by _____, seconded by _____ that
The Hamilton_Wentworth District School Board approve the constitution for the
Hamilton-Wentworth Interscholastic Council.

RATIONALE:

The attached constitution has received the support of the physical education department heads and the secondary school administrators. It by-laws are congruent to those in the constitutions of the Southern Ontario Secondary Schools Association and the Ontario Federation of Secondary Schools Association.

CONSTITUTION
and
BY-LAWS

HAMILTON-WENTWORTH
INTERSCHOLASTIC
ATHLETIC COUNCIL

May, 1999

TABLE OF CONTENTS

Mission Statement	3	
Goals of the H.W.I.A.C.	3	
Membership	3	
Associate Membership	3	
District Athletic Council	4	
The Executive	4	
Criteria For Approving An H.W.I.A.C. Sport	4	
Funding Classifications for H.W.I.A.C. Sports	5	
Minimum Required Rate Of Participation	6	
Sponsorship	6	
Sports Committees	6	
Amendments	7	
By-Laws	8	
Ages	8	
Other Considerations	8	
Playing In a Higher Age Category	8	
Minimum Age - Senior Football	8	
Limitation of Participation	9	
Educational Qualifications	9	
Course Registration Qualifications	9	
Student Transfers	10	
Appeals of Student Transfer Ineligibility	10	
Practice and Competition Limitations	11	
Recruitment	11	
Penalties (eligibility violations)	11	
Appeals Other Than Student Transfers	11	
Articles of Administration	12	
Team Supervision	12	
Non-Staff Coaches	12	
Medical Requirements	12	
Eligibility Lists	12	
Competitor Disqualifications	12	
Scouting	14	
Tie Breaking Procedure	14	
Uniforms/Playoff Venues	14	
Awards	14	
Finances	15	
Policy for Schedules	15	
General	15	
Playoffs	16	
Starting Times	16	
Appendix A	Order of Representation	17
Appendix B	H.W.I.A.C. Convenor and Sport Chairperson	18
Appendix C	School Colours/Uniforms	19
Appendix D	H.W.I.A.C. Awards	20
Appendix E	O.F.S.A.A. Transfer Rule	21
Appendix F	Divisional Alignment and Playoff Format	23

I MISSION STATEMENT

The Hamilton-Wentworth Interscholastic Athletic Council of the Hamilton-Wentworth District School Board (District 21) provides the opportunity for student athletes to participate in competitive interscholastic sport.

II GOALS OF THE HAMILTON-WENTWORTH INTERSCHOLASTIC ATHLETIC COUNCIL

- To enhance and complement the total school experience for each student athlete
- To foster the individual athlete's self-confidence and self-esteem by developing a sense of personal worth, belonging and competence
- To promote and develop the life skills of leadership and sportsmanship that enable individuals to be positive and effective team members
- To improve the physical fitness level of each student involved in the interscholastic program
- To improve the skill level of the student athlete

III MEMBERSHIP

All secondary schools under the jurisdiction of the Hamilton-Wentworth District School Board (District 21).

IV ASSOCIATE MEMBERSHIP

Any school outside the Hamilton-Wentworth District School Board will be eligible to apply for associate membership within the Hamilton-Wentworth Interscholastic Athletic Council. Such membership will be contingent upon meeting the following criteria:

compliance with:

- current H.W.I.A.C. constitution and playing regulations
- current risk management policy and guidelines
- H.W.I.A.C. code of ethics for coaches and players

Associate members will be responsible for:

- payment of an equitable share of costs for the sports in which the school participates
- providing representation on the District Athletic Council and Sports Advisory Committees

Associate members can expect to receive:

- voting privileges on the District Athletic Council and the Sports Advisory Committees
- full inclusion in league schedules and playoffs including championship games
- access to O.F.S.A.A. competition

V THE DISTRICT ATHLETIC COUNCIL

The District Athletic Council shall consist of one female and one male teacher representative from each constituent member school. The assigned Supervisory Officer or designate and the H.W.I.A.C. Convenor shall be non-voting, ex officio members of the District Athletic Council. The H.W.I.A.C. Convenor will chair the meetings. An Executive member shall act as recording secretary. For meetings of the District Athletic Council, a quorum shall consist of at least 50% of the members.

Duties of the District Athletic Council:

- (a) To administer the policies of the Association.
- (b) To liaise with the Sports Committee Chairpersons.
- (c) To deal with appeals related to By-Laws (transfers, disqualifications, game results).
- (d) To present recommendations for program/modifications and budget allocations to the Executive.
- (e) To develop and review the H.W.I.A.C. accreditation standards for coaches.
- (f) To approve and forward Constitutional amendments to the Executive.

VI THE EXECUTIVE

The Executive shall consist of two female and two male representatives from the District Athletic Council (for representative order see Appendix A), two secondary Principals, the assigned Supervisory Officer (who shall be the Chair) and the Sports Convenor (non-voting). For meetings of the Executive, a quorum shall consist of 100% of the voting members or their alternate from the District Athletic Council.

Duties of the Executive:

- (a) To interpret and enforce the constitutional policies of the District Athletic Council.
- (b) To act on proposed constitutional amendments
- (c) To act as the body of appeal for any matters (except transfers) which are brought to its attention.
- (d) To represent the District Athletic Council in financial issues related to program.
- (e) To liaise with the Director of Education.
- (f) To represent the Association on S.O.S.S.A. Executive

VII CRITERIA FOR APPROVING AN H.W.I.A.C. SPORT/ACTIVITY

The following criteria will be used when a sport/activity is being considered for approval:

- the sport/activity must meet all the goals of the H.W.I.A.C.
- the cost per participant must fall within reasonable limits compared to the cost per participant of other sports
- there are appropriate risk management guidelines for the sport/activity

- the availability of coaches with appropriate expertise
- the availability of appropriate facilities
- the participation of a minimum number of schools (see Section IX)

VIII FUNDING CLASSIFICATIONS FOR AN APPROVED H.W.I.A.C. SPORT/ACTIVITY

There are three categories of approved H.W.I.A.C. sports/activities:

- a) **APPROVED AND FUNDED** - sports/activities which fit the criteria as outlined below. An approved-funded sport can expect funding to include the following:
 - (i) the cost of officials for games scheduled by the Athletic Office
 - (ii) rental charges for practice/game facilities as required by the sport and scheduled by the Athletic Office
 - (iii) H.W.I.A.C. awards
 - (iv) entry fees for G.H.A.C. and O.F.S.A.A. events
 - (v) transportation subsidy
- b) **APPROVED (AND NOT FUNDED)** - these sports are either new and in the process of establishing minimum levels of participation, or sports that have previously moved from the approved-funded list through the probation and review list because they have dropped below the minimum required levels of participation.
- c) **PROBATIONAL AND UNDER REVIEW** - these sports are under review for the purpose of moving to the approved-funded list or to the approved-non-funded list.

A sport can be placed on the probation and review list when, at the conclusion of a season, it has a participation level below the minimum required. The H.W.I.A.C. Convenor will indicate at the June meeting of the Council that the sport is to be placed on the probation and review list for the upcoming season.

Should the sport fail to meet the minimum level of participation after spending one year on the probation and review list, it would automatically be placed on the approved non-funded list.

A sport shall remain on the approved non-funded list for at least one season or until participation levels are sufficient to warrant a request to the H.W.I.A.C. Executive to have the sport returned to the approved-funded list. This would require the sport to be placed on the probation and review list for a season to prove there is sufficient interest, after which it can be placed on the approved-funded list or returned to the approved-non-funded list. A sport that has been on the approved-funded list and is placed on the probation and review list for the upcoming season will continue to be funded.

A sport that is new or attempting to return to the approved-funded list from the approved non-funded list will be placed on the probation and review list (at the discretion of the District Athletic Council) but will not be funded.

A sport, on the probation and review list, would fall into one of these categories:

Category A - designates sports which will maintain funding during the probationary and review process.

Category B - designates sports which will not be funded during the probationary and review process.

IX MINIMUM REQUIRED RATE OF PARTICIPATION

- a) To be on the Approved/Funded list, there must be at least 9 member schools entering a team.
- b) For the purposes of defining a team in the following sports, the minimum levels of student participation are:

<u>SPORT</u>	<u>MINIMUM NO.</u>
Alpine Skiing	6 students
Badminton	6 "
Golf	5 "
Gymnastics	6 "
Cross-Country	6 "
Nordic Skiing	6 "
Tennis	6 "
Track/Field	12 "
Swimming	6 "
Wrestling	6 "

X SPONSORSHIP

Commercial sponsorship (non-alcohol/non-tobacco) is appropriate for the funding of H.W.I.A.C. activities.

XI SPORTS COMMITTEES

Sports Committees shall consist of all coaches of the sport concerned. Each committee shall have a Chair. The Chair need not be an active coach. Voting shall be one per school. The H.W.I.A.C. Convenor will be assisted by the Sport Chair from each sport, whose role is defined in Appendix B.

Duties of the Sports Committees:

- (i) To assist with the organization of the sport within the policies of the Association and in conjunction with the Sports Convenor
- (ii) To make recommendations concerning the sport to the District Athletic Council for approval.

XII AMENDMENTS

- (a) Amendments to the H.W.I.A.C. Constitution may be proposed by:
 - (i) The Sports Committees.
 - (ii) The District Athletic Council.
 - (iii) The Executive.
 - (iv) The Hamilton-Wentworth Secondary School Principals' Association.
 - (v) The Director of Education.
- (b) The Executive, through its Chair, shall announce at least one annual date to vote on proposed amendments.
- (c) Proposed amendments must be submitted in writing to the Sports Convenor at least two weeks before the day of the vote. The Sports Convenor will distribute any proposed amendments to the District Athletic Council and Principals Association at least one week prior to the vote.
- (d) For constitutional amendments, an amendment must receive a 2/3 majority to be approved at the District Athletic Council.

BY-LAWS

ELIGIBILITY - The following affect a student's eligibility to compete. An ineligible student may not represent a school in any competition.

I AGE(a) **BOYS/GIRLS:**

For all sports, with the exceptions noted, the age shall be:

- (i) Senior - under 20 as of 00:01 hours - September 1 of the school year (i.e. shall not have reached the 20th birthday prior to one (1) minute past midnight on August 31 of that school year).
- (ii) Junior - for 1998-99, students born in 1983 or later.
- (iii) Midget - for 1998-99, students born in 1984 or later.

(b) **TRACK AND FIELD, CROSS-COUNTRY, TENNIS AND BADMINTON:**

- (i) Senior - Under 20 (as of September 1st).
- (ii) Junior - Under 17 (as of September 1st).
- (iii) Midget - Under 15 (as of September 1st).

(c) **NORDIC SKIING:**

- (i) Senior - Under 20 (as of September 1st).
- (ii) Junior - Under 16 (as of September 1st).

NOTE: for all sports, maximum age is as for senior.

II **OTHER CONSIDERATIONS**(a) **Playing In a Higher Age Category**

For team sports, any player who participates in a higher age classification for two H.W.I.A.C. league games shall not be eligible to participate in the lower category in the same activity until the following year. Listing on the game sheet is to be considered as having competed. Students playing an H.W.I.A.C. league game/match in an individual sport at a higher age classification (other than track and field relays) shall not be eligible to participate in the lower category in the same activity until the following year.

(b) **Minimum Age - Senior Football**

For Senior Football, the competitor must be at least 15 years old (as of December 1st, current school year), a letter of informed consent signed by the parent and the Principal must be on file with the Sports Convenor prior to the first game. The student's age

shall be accepted as shown on the O.S.R. card. Where further proof is required, the Sports Convenor may demand a birth certificate or other suitable document.

(c) Limitation of Participation

A student participating on an H.W.I.A.C. football team may not practice with or play for an Ontario Junior Football Conference team during the H.W.I.A.C. regular season and playoffs. A student participating on an H.W.I.A.C. hockey team may not practice with or play for an Ontario Hockey Association team during the H.W.I.A.C. regular season and playoffs.

(d) Educational Qualifications:

All bona fide students who meet the qualifications below are eligible to represent their school in athletic competition. A student is eligible to participate in H.W.I.A.C. activities only at the school where that students' O.S.R. resides."

The Principal may withdraw or suspend the eligibility of any student in the school concerned.

(e) Course Registration Qualifications:

- (i) Students are limited to a maximum of 5 years of interscholastic eligibility beginning with the year the student enters grade 9. A student wishing to participate for a sixth year can appeal to O.F.S.A.A. If O.F.S.A.A. determines a student is eligible to participate in O.F.S.A.A. competition, then and only then, will a student be permitted to participate in H.W.I.A.C. competition
- (ii) For the first four years of high school, in a traditional school, a student must be registered in a minimum of six (6) full day school credit courses; in a semestered school, a student must be registered in a minimum of three (3) full day school credit courses in the semester in which he/she participates. After the fourth year of high school, a student with a minimum of 26 credits must be taking four (4) non-semestered full day school credit courses over the school year or two (2) full day school credit courses per semester.
- (iii) Alternate Education: A student registered at an alternative education school may participate in an H.W.I.A.C. sport at the composite secondary school previously attended.
- (iv) Vocational School: A student, registered at a vocational secondary school that is not participating in an H.W.I.A.C. sport, may participate in that sport at the composite secondary school in the area where he/she lives or the composite secondary school closest to the vocational school he/she attends, provided student participation has the approval of the sending and receiving principals.

(f) Returning From a Post-Secondary Institution

A student who attends a post-secondary institution is ineligible for H.W.I.A.C. competition in any sport in which he/she practiced or played at that post-secondary institution on an interscholastic level (intramural participation does not deem ineligibility).

(g) Student Transfers

For all sports the **O.F.S.A.A. Transfer Rule (appendix E)** will apply to every student athlete who moves from school to school and/or board to board. Students may appeal their ineligibility at the following three levels:

- i) Hamilton-Wentworth Interscholastic Athletic Council (through the school Phys-Ed Department Head). The H.W.I.A.C. reserves the right to be less restrictive than O.F.S.A.A. and to recognise the need of some students to transfer from one Board to another within the Hamilton-Wentworth geographic region. To be eligible under this clause, the student must be attending the H.W.I.A.C. school closest to his/her permanent parental residence or within the board designated school boundary. A student athlete in this category may be automatically granted eligibility to participate in H.W.I.A.C. league play only. It should be noted that all students who receive eligibility through this clause are still restricted from participation in the following:

- league playoffs
- regional playoffs
- O.F.S.A.A. championships

Further levels of appeal, which are open to the student, may result in the granting of student eligibility for the above categories of competition.

- ii) To Southern Ontario Secondary Schools Association (S.O.S.S.A.) through the H.W.I.A.C. representative.
- iii) Ontario Federation of School Athletic Associations (through the S.O.S.S.A. representative).

Note: Notwithstanding the above, a student may not play the same sport for more than one H.W.I.A.C. school in the same playing season.

(h) Appeals of Student Transfer Ineligibility

There shall be a Transfer Review, Standing Sub-Committee of the District Athletic Council. Membership shall consist of one Principal/Vice-Principal and 4 (four) members of the District Athletic Council. Students transferring from one school to another who wish to appeal their ineligibility may do so through the school phys-ed department by having the appropriate current year form properly completed and submitted to the H.W.I.A.C. Convenor not less than 24 hours prior to the meeting of the Transfer Review Sub-Committee. This will be the first level of appeal.

III PRACTICE AND COMPETITION LIMITATIONS

(a) Practice and competition is prohibited

- (i) before the last Monday in August.
- (ii) 3 school days prior to and during system-wide examinations

NOTE: A practice is defined as an activity session specific to the sport concerned at which team members and any member of the coaching staff are present.

(b) Recruitment

It is inequitable and unethical to recruit or entice players from the jurisdiction of another school. No school may include in its lineup a student who is shown to have transferred to that school under these circumstances.

IV PENALTIES

A team or individual formally accused of, or admitting to, violating any of the preceding eligibility requirements shall compete "on temporary probation" while a confidential investigation takes place.

The Executive may:

- (i) impose suspension for up to one year or, in the case of an individual, for the remainder of his/her years in secondary school.
- (ii) place the team (or individual) on "Probation A or B":
 - Probation A - Ineligible for "play-off" or championship.
 - Probation B - Team may not earn additional league points.
- (iii) remove league points already earned.
- (iv) reprimand the coach.
- (v) apply such other penalties as it deems appropriate.
- (vi) reinstate the team.

V APPEALS OTHER THAN STUDENT TRANSFER

Appeals of ineligibility through player disqualification are to be made in writing by the school Principal and directed through the H.W.I.A.C. Convenor to the District Athletic Council.

Appeals involving the outcome of a game are to be directed (within 24 hours of the incident) through the H.W.I.A.C. Convenor to the District Athletic Council. Such appeals

shall be in writing and signed by the Principal. Any appeal must include the following:

- date
- event
- time
- players involved
- officials
- opposing team
- incident
- request for specific action

VI ARTICLES OF ADMINISTRATION

(a) Team Supervision:

Coaches (staff/non-staff) or teacher-supervisors from the school concerned are in direct charge of school teams and responsible for the conduct of the competitors and students associated with the team.

(b) Non-Staff Coaches

All non-staff coaches must hold National Coaching Certification Program (N.C.C.P.) Level I Theory certification (effective as soon as possible, by September 1, 1999 at the latest).

(c) Medical Requirements:

Medical requirements must comply with Hamilton Wentworth District School Board risk management practice which requires form HWDSB #2709 to be signed and on file in the Physical and Health Education Office in each school.

(d) Eligibility Lists

An eligibility list (form HWDSB #2716) list signed by the Principal, with all relevant sections list complete, must be submitted to the Athletics Office by the date specified in the current year playing regulations and a copy must be on file in the Principals office prior to the first league competition.

(e) Competitor Disqualifications

- (i) A competitor who receives a game disqualification (other than by the accumulation of minor penalties) will automatically receive an additional game/match suspension which must be served during his/her team's next regularly scheduled H.W.I.A.C. sanctioned game. The incident will be reported in writing to the H.W.I.A.C. Convenor on a form provided. If the H.W.I.A.C. Convenor, in consultation with the Sport Chairperson, feels the offence warrants further action, the competitor will be suspended until the case is reviewed by the District Athletic Council. A second disqualification within the next twelve month period will result in automatic suspension from all H.W.I.A.C. activities for twelve months commencing with the date of the game in which the second disqualification

occurred. All such suspensions will be subject to automatic review by the District Athletic Council. To assist with this review, a notice of suspension along with a copy of the relevant game sheet and officials' report shall be forwarded to the Phys-Ed Department Head.

- (ii) A competitor who receives a suspension at a point in the season where he/she is unable to serve the suspension in its entirety shall be immediately ineligible for all H.W.I.A.C. activities until reinstated by the District Athletic Council. The

procedure for appealing the ineligibility of a student under these circumstances is outlined in Section V of these By-Laws

- (iii) A competitor who engages in a physical fight in any sport during competition shall be ejected from the competition and be reported as above (item i) and automatically receive an additional game suspension.

NOTE:

In hockey, spearing, butt-ending and fighting constitute a three (3) game suspension. Players identified by the game official as the instigator of a fight shall receive an additional one (1) game suspension (total 4 games). In all cases, game suspensions must be served during the team's next scheduled league or playoff game(s).

- (iv) A competitor who joins a fight in progress or leaves the players' bench or penalty bench area to engage in a fight, shall be ejected from the game, reported as above (item i) and receive a further three (3) game suspension (total 6 games).
- (v) A team(s) involved in fighting where players leave their bench and the game is ended by the referee shall be suspended from all future games until the incident is reviewed by the District Athletic Council.
- (vi) Coaches ejected from a game shall be reported in writing to the H.W.I.A.C. Convenor on the form provided. Notification will then be forwarded to the Principal of the school concerned. Unless a teacher, administrator or accredited non-staff coach from the same school is available to continue coaching the team, the game will be stopped and forfeited to the non-offending team.
- (vii) A competitor who engages in a fight in connection with, but not during, a competition shall be suspended from all H.W.I.A.C. activity until the District Athletic Council reviews the case.
- (viii) A competitor who abuses or becomes involved in an altercation with an official shall be ejected from the game and automatically suspended until the case can be reviewed by the District Athletic Council.
- (ix) A competitor will be ejected from a game for verbal abuse directed at an official.

(f) Scouting

- (i) Scouting is considered to be observation of practices and tactical recruitment of players. These actions are prohibited.

(g) Tie Breaking Procedure**(i) 2-WAY TIE FOR ANY PLAY-OFF POSITION EXCEPT THE LAST:**

- higher standing awarded to that team which defeated the other during league play;
- if not possible, toss a coin to decide position.

(ii) 2-WAY TIE - LAST PLAY-OFF POSITION:

- higher standing awarded to that team which defeated the other during league play;
- if the tie remains, a tie breaker game will be played.

(iii) 3-WAY TIE - ANY PLAY-OFF POSITION EXCEPT SECOND TO LAST:

- higher standing awarded to that team which defeated the others during league play;
- if the tie remains, then toss a coin to decide positions.

(iv) 3-WAY TIE - SECOND TO LAST PLAY-OFF POSITION:

- higher standing awarded to that team which defeated the others during league play;
- if the tie remains, then toss a coin for second to last play-off position and the other two teams play a tie breaker game for last play-off position.

(h) Uniforms and Play-off Venues:

Each school has been assigned a dominant and a contrasting colour for interscholastic uniforms, as outlined in Appendix C. As such, each team is required to maintain its dominant colour for all H.W.I.A.C. activities. Should a team wearing a dominant colour conflict with another school's dominant colour, the team designated as the home team must provide an alternative colour for that game. Should a school decide to wear its contrast colour as its dominant colour, and in so doing matches with the dominant colour of its opponent, the offending school will be required to change.

Unless play-off venues have been preselected by the District Athletic Council, the higher ranked team shall have the home venue. In the event that the higher ranked team is unable to use their school, the school of the lower ranked team shall be used. Finals shall be at a prearranged venue.

(i) Awards

The number of medallions supplied will be as outlined in Appendix D. Additional

H.W.I.A.C. medals and ribbons may be purchased by the school concerned.

(j) **Finances**

- (i) Gate receipts from home venue league competition shall be retained by the school.
- (ii) Profits from tickets sold at non-Board facilities shall be retained by the H.W.I.A.C.
- (iii) 50% of all ticket proceeds sold at schools for games at non-Board facilities shall be returned to the H.W.I.A.C..
- (iv) When an H.W.I.A.C. championship event is hosted by a member school, the host school shall retain 40% of the net gate receipts, the competing schools will share 40% of the net gate receipts and the H.W.I.A.C. shall receive the remaining 20% of the net gate receipts.
- (v) The Athletic Office will attempt to provide reimbursement of up to 40% of travel and accommodation costs not borne by O.F.S.A.A. for teams travelling to O.F.S.A.A. competition. Reimbursement is contingent upon discussion of travel/accommodation plans with the H.W.I.A.C. Convenor to the event and upon submission of appropriate receipts to the Sports Convenor.

V **POLICY FOR SCHEDULES**

(a) **General**

- (i) Divisional alignment and the playoff format for each sport will be as outlined in Appendix F.
- (ii) Schedules shall be prepared by the H.W.I.A.C. Convenor in consultation with the Sports Chair concerned.
- (iii) Member schools will be required to submit a commitment of entry for each sport/activity for the coming year (based on a reasonable expectation to participate) to the H.W.I.A.C. Convenor by June 30th (**firm deadline**). Similarly, by June 30th, schools will be required to submit any dates for the coming school year that are to be avoided in the scheduling process since all schedules are prepared for distribution at the beginning of the school year.
- (iv) Should a school determine prior to the start of a sport/activity that they are unable to honour a commitment, the H.W.I.A.C. Convenor will determine, in consultation with the Sport Chair, whether there will be revisions to the schedule.
- (v) Where a school decides to withdraw a team once the sport/activity has commenced play, all games scheduled against that school will be considered "byes". Points previously earned in games against that team will be removed.

- (vi) In special circumstances such as school closure, "snow days", the sudden unavailability of facilities or referees, or the legitimate inability of one team to compete, the H.W.I.A.C. Convenor may, in consultation with the assigned Supervisory Officer and/or the Sport Chair, postpone scheduled activities.
- (vii) The H.W.I.A.C. Sports Convenor shall include in each winter season schedule a make-up day between the last regular season date and the first date of playoffs. Schools are required to keep this day available in the event a make-up game is necessary. Schools wishing to reschedule a regular season game to the make-up date may do so only with the approval of the H.W.I.A.C. Sports Convenor. The inability of a school to participate in a rescheduled game on the designated make-up day will result in forfeiture of that rescheduled game.

(b) Play-offs

- (i) All playoff rounds will be one game/match, sudden death.
- (ii) Playoff format for each sport will be as outlined in Appendix F. Teams will be paired highest versus lowest through each round of playoffs with the higher ranked team considered the home team.
- (iii) A Sport Committee seeking approval to use an alternate playoff format must submit a proposal to the H.W.I.A.C. Sports Convenor for consideration by the District Athletic Council at least two weeks prior to the final District Athletic Council meeting in June. The proposal must include an outline of the format, rationale for the change, the number of additional games required and any additional costs associated with the change in format.

(c) Starting Times

- (i) Board owned facilities -- to be determined by the host school.
- (ii) Non-Board owned facilities -- to be determined by the Sports Convenor with consideration given to the time required for completion of the contest and compliance with any curfew imposed by the facility owner.

APPENDIX "A"

ORDER OF REPRESENTATION TO
THE EXECUTIVE COMMITTEE
OF THE HAMILTON-WENTWORTH INTERSCHOLASTIC ATHLETIC COUNCIL

<u>Year</u>	<u>Female Representative</u>	<u>Male Representative</u>
1998-1999	Ancaster Delta	Barton Glendale
1999-2000	Highland Parkside	Hill Park Orchard Park
2000-2001	Saltfleet Sir Allan MacNab	Scott Park Sherwood
2001-2002	Sir Winston Churchill Westdale	Sir John A. Macdonald Waterdown
2002-2003	Westmount Barton	Ancaster Delta

APPENDIX "B"

SPORT CHAIRPERSON - POSITION DESCRIPTION

The position of Sports Convenor will be referred to as the H.W.I.A.C. Convenor. The H.W.I.A.C. Convenor will be assisted by Sport Chairpersons, whose roles are consultative in nature with the intent being to aid the H.W.I.A.C. Convenor in the fulfilling of his/her duties and facilitating the needs of the Sports Committee in each H.W.I.A.C. sport.

In this context, the duties of the Sports Chairperson are defined as follows:

- To chair all meetings of their Sport Committee
- To assist the H.W.I.A.C. Convenor, in conjunction with the Sport Committee, establish the framework within which a sport will operate according to guidelines established in the constitution of the H.W.I.A.C. (this may include the number of games teams will play, playing dates, league and playoff structure)
- To review draft schedules at the H.W.I.A.C. Convenor's request
- To assist the H.W.I.A.C. Convenor with the planning and preparation for championship events in the sport and, whenever necessary, to present awards at those events
- To provide expertise and insight into the sport that will aid the H.W.I.A.C. Convenor in the fulfilment of his/her duties in that sport
- To assist the H.W.I.A.C. Convenor in recommending appropriate disciplinary measures as a result of actions occurring in H.W.I.A.C league play or O.F.S.A.A. qualifying competition
- To facilitate proposals on behalf of the Sport Committee for constitutional amendment or changes to the program requiring District Athletic Council or Executive approval

APPENDIX "C"

1. Each school has been assigned its dominant colour. Any other colour belonging to your school will be referred to as the **contrasting** colour(s).

School	Dominant Colour	Contrasting Colour
Ancaster	purple	gold, white
Barton	navy blue	kelly green, white
Delta	red	white
Georges P. Vanier	white	blue, gold
Glendale	orange	black
Highland	red	white, grey
Hill Park	black	red, white
Orchard Park	royal blue	white, red
Parkside	green	white, grey, garnet
Saltfleet	navy blue	gold, white
Scott Park	maroon	white
Sherwood	kelly green	white
Sir Allan MacNab	royal blue	orange, white
Sir John A. Macdonald	gold	royal blue
Sir Winston Churchill	grey	cardinal red
Waterdown	black	red, white
Westdale	forest green	gold
Westmount	powder blue	navy blue, white

2. Each school is required to maintain its dominant colour for team sports. Should a team wearing a **contrasting** colour conflict with another school's dominant colour, the "offending" school must provide an alternative colour for that game.
3. Should two teams meet whose dominant colours are similar or the same, the home team will wear an alternate colour for that game.
4. If both teams fail to wear uniforms in their dominant colour and these uniforms are too closely matched for competition, the home team will wear an alternate colour for that game.
5. The officials will waive rules regarding proper numbering should "emergency" jerseys be used.

APPENDIX "D"

HAMILTON-WENTWORTH INTERSCHOLASTIC ATHLETIC COUNCIL AWARDSTEAM SPORTS

Sport	medals per team	Total
Baseball	16 gold	25
(Senior Boys)	16 silver	25
Basketball	15 gold	75
(Junior / Senior - Boys /Girls)	15 silver	75
Field Hockey	18 gold	18
(Senior Girls)	18 silver	18
Football	40 gold	80
(Senior - Division I, II)	40 silver	80
Ice Hockey	25 gold	25
(Boys and Girls)	25 silver	25
Slo-Pitch	15 gold	15
(Girls)	15 silver	15
Soccer	20 gold	20
(Boy's and Girls)	20 silver	20
Touch Football	18 gold	18
(Boys and Girls)	18 silver	18
Volleyball	15 gold	60
(Junior and Senior - Boys and Girls)	15 silver	60
Waterpolo	15 gold	45
(Junior / Senior Boys - Senior Girls)	15 silver	45
Tennis and Badminton -		
Single/Doubles/Mixed Doubles/Team	1 gold	16
(Junior / Senior - Boys/Girls)	1 silver	16
Cross-Country Running	1 gold	36
(Midget, Junior Senior)	1 silver	36
(plus winning team)	1 bronze	36
Track and Field	1 gold	120
(Boys /Girls - Midget/Junior/Senior/Open)	1 silver	120
	1 bronze	120

APPENDIX "E"

O.F.S.A.A. TRANSFER POLICY

As constituted under By-Law II (g), students moving from school to school and/or board to board are affected by the Ontario Federation of School Athletic Associations (O.F.S.A.A.) Transfer Rule.

No school shall include in its lineup any student who has been registered as a transfer from another school within the previous twelve (12) months. The Federation's Transfer Policy applies to all students transferring into Ontario high schools.

In accordance with the Federation's Transfer Policy Procedural Process, a student or his/her representative may apply to the Federation's Board of Reference to be deemed eligible to participate in Federation-sponsored events on the grounds that:

- (a) there has been an accompanying change in legal residence to within the designated school boundaries by the student's parent(s) or the student's legal guardian as determined by the court of competent jurisdiction. The student must attend the closest school within the same type of school system (public, separate or independent) from where the student has transferred. If this is not the case, the student may apply under section (e) or (f) of the Transfer Policy.
- (b) the student did not participate in that sport at the interschool level for the twelve (12) months prior to the date of transfer. However, a student who completes a twelve (12) month period of ineligibility as a result of a previous transfer and then transfers again, May not apply to be deemed eligible under this subsection for interschool competition in that sport.
- (c) the student has transferred from a non-semestered school to a semestered school for semester I and is either within one (1) semester of graduation or is within four (4) OAC's of the academic requirements for university admission. the purpose of such a transfer is to complete high school in one semester. Such a student is eligible for semester I only and will be ineligible for twelve (12) months after the conclusion of the semester. Students who claim to be eligible under this subsection must have transferred to the school nearest to their parents' or legal guardians' residence which offers the subjects the student seeks.
- (d) the student has been placed in a school by an I.P.R.C. (Identification, Placement and Review Committee) decision. The Federation's Board of Reference shall require and receive a letter from the principal of the school from which the student has transferred, stating the reason for the placement of the student by I.P.R.C.
- (e) the student has transferred from major academic program needs. Major academic program needs are defined as a series of related courses which is unattainable at the

previous school and which is required to reach a specific post-secondary goal (i.e. college or university entrance, employment, apprenticeship). Students who claim to be eligible under this subsection must have transferred to the school nearest to their parents' or legal guardians' residence which offers this program.

- (f) the student's case is an exceptional one, necessitating the transfer from the previous school to the present school.

Notwithstanding any of the above, no student may play the same sport for more than one school in the same league or municipality in the same school year unless the student is ruled eligible by the Federation's Board of Reference under subsection (e) or (f) of the Transfer Policy.

Notes:

1. Once a student has changed schools he/she is considered a transfer student and even if he/she returns to a school, he/she must comply with the Transfer Policy.
2. A student attending a school as a result of the closure of his/her former school is not considered a transfer student.
3. The word "participate in section (b) of the Transfer Policy" means competing for your school in that activity. This includes exhibition games and invitational tournaments/events, not just league play.
4. The Board of Reference will not consider as reasons for transfer, the relative ranking of schools or the differences in delivery of courses with the same Ministry course codes.
5. Students moving from a school in a strike/lock-out area are ineligible for all sports played in the previous 12 months from their date of entry into the new school. Should students return to their former school once the strike/lock-out is over, they are considered transfer students.

The Federation's Board of Reference shall, in its sole and exclusive discretion and authority, consider such application and rule the student eligible or ineligible.

IT IS IMPORTANT TO NOTE THAT THE FEDERATION'S *TRANSFER POLICY PROCEDURAL PROCESS* IS CRITICAL TO GUIDING A STUDENT THROUGH THE TRANSFER PROCESS.

A CURRENT VERSION OF THE TRANSFER POLICY PROCEDURAL PROCESS IS AVAILABLE BY CONTACTING THE H.W.I.A.C. ATHLETIC OFFICE (527-5092, ext. 2275) or O.F.S.A.A. (905) 761-5540.

APPENDIX F

Hamilton-Wentworth Interscholastic Athletic Council Scheduling Formats

The conference/divisional alignment for all sports will be as follows:

EAST CONFERENCE

Barton
Delta
Glendale
Hill Park
Orchard Park
Saltfleet
Scott Park
Sherwood
Sir John A. Macdonald
Sir Winston Churchill

WEST CONFERENCE

Ancaster
Highland
Hillfield-Strathallan College
Parkside
Sir Allan MacNab
Vanier
Waterdown
Westdale
Westmount

Both conferences will be further divided into two divisions based on geographic convenience, unless modified by the District Athletic Council.

Scheduling Guidelines

Given the above conference/divisional alignment, the following scheduling guidelines will apply to all sports/activities unless modified by the District Athletic Council. Each conference/division (East or West) will be treated independently of the other.

Where entry provides -

- conference of 10 - create two divisions, each with five teams. Each division would play home/home (8 games) within the division and once - home or away - against the other division (5 games). This would result in a total of **13 games** for each team.
- conference of 9 - create two divisions - 1 with 5 teams and 1 with 4 teams. Each division would play home/home within the division and once - home or away - against the other division. This would result in the **11 games** for the 4 team division and **12 games** for the 5 team division.

- conference of 8 teams - create two divisions with 4 teams each. Each division would play home/home (6 games) within the division and once - home or away - against the other division (4 games). This would result in a total of **10 games** for each team.
- conference of 7 teams - home/home against each team in the division for a total of **12 games** for each team.
- conference of 6 teams - home/home against each team in the division for a total of **10 games** for each team.
- conference of 5 teams - home/home against each team in the division for a total of **8 games** for each team.

Playoffs

At the conclusion of regular season play, the top two teams in each division will advance to playoffs using a format determined by the District Athletic Council and specified in the playing regulations of the sport/activity concerned.

1999 09 02

11
Approved for distribution
by the Director.

Signature: W. H. Miller

Date: Aug 27/99

TO: The Director of Education

FROM: P. Gillie, Superintendent of Education
J. Kott, Consultant - Environmental and Outdoor Education

RE: Environmental/Outdoor Education Follow Up to L.E.I.C. Sub-committee Workgroups

RECOMMENDATIONS:

1. Moved by _____, seconded by _____ that,
the Report from the Enlarged Environment/Outdoor Education workgroup be approved.

RATIONALE:

The attached Report was on the May 1999 Education Committee agenda and Board. The recommendation dealing with the Environment Policy was approved and the necessary actions to completion are in the final steps.

The remaining recommendation was referred to the Budget Process. The budget for the 1999 - 2000 school year has been approved. A motion was passed to present the report to the Education Committee so that staff would have an opportunity to speak to the report.

1999 05 06

TO: The Director of Education

FROM: P. Gillie, Superintendent of Education
J. Kott, Consultant - Environmental and Outdoor Education

RE: Environmental/Outdoor Education Follow Up to L.E.I.C. Sub-committee Workgroups

RECOMMENDATIONS:

1. Moved by _____, seconded by _____ that, the recommendations for the outdoor and environmental education sites, staff and funding in the Report from the Enlarged Environment/Outdoor Education workgroup be approved.
2. Moved by _____, seconded by _____ that, the draft Environment Policy be presented to the Joint Advisory Committee.

RATIONALE:

1. Recommendations concerning Outdoor Education and the Environment Policy for the Board were developed by a small work group of three as part of the Curriculum Processes Sub Committee and presented to the Local Education Improvement Committee. The L.E.I.C. recommended " that existing programs continue and Wentworth students be given the option to sign up for any available time slots and that a review of the existing programs and delivery model be undertaken." (Appendix B)
2. Before bringing recommendations back to the Board, in follow up to the Report to the L.E.I.C., a larger work group was put together and a wider base of input was gathered through a questionnaire to schools. (Appendix C)
3. The questionnaires were forwarded to School Principals requesting input from staff and Environment Reps. Input has been received from 25 secondary staff and 166 elementary staff for a total of 191 responses. (Appendix D)

The questionnaire results can be grouped into four parts: awareness of and procedures for using the outdoor education sites; the curriculum and programs available at the sites; the delivery model; and funding.

In sum, there continues to be a desire by elementary and secondary teachers to use the available outdoor education sites to enrich the curriculum for their students. The demand for available time slots has increased to the point where there is a waiting list of close to thirty classes.

The current model requires the classroom teacher to teach their own lessons. The Site Administrator assigned to the program schedules classes, prepares materials and equipment, and ensures proper safety and environmental procedures. While many teachers indicated an ongoing preference to continue with this delivery model, a significant number also showed a preference for a certified teacher on site to deliver instruction.

Few are fully aware of how a program like this is funded under the new funding model. However there continues to be support for the school to contribute to the transportation cost associated with this program.

4. The Committee is advising a staged change in the delivery model over at least a two year period. (Appendix A)

ATTACHMENTS :

APPENDIX A	Report of the Enlarged Environment/Outdoor Education Workgroup
APPENDIX B	Recommendations to the Local Education Improvement Committee
APPENDIX C	Questionnaire to Schools
APPENDIX D	Summary of Questionnaire Results
APPENDIX E	Proposed Environment Policy



REPORT OF
THE ENLARGED ENVIRONMENT/OUTDOOR EDUCATION WORKGROUP
IN FOLLOW UP TO THE RECOMMENDATIONS OF
THE CURRICULUM PROCESSES SUB COMMITTEE
TO THE LOCAL EDUCATION IMPROVEMENT COMMITTEE

Table of Contents

Part A	Background
Part B	Committee Members
Part C	Findings
Part D	Summary and Conclusions
Part E	Link with Ontario Curriculum
Part F	Recommendations

“ We believe that we all share the responsibility for a healthy and safe environment. “

From the proposed beliefs of the
Hamilton-Wentworth District School Board – Striving to become the new “us”

April 1999

REPORT OF THE ENLARGED ENVIRONMENT/OUTDOOR EDUCATION WORKGROUP**A. BACKGROUND:**

The role of outdoor education and the environmental policy must now be consistent with the new Ontario Curriculum for Elementary and Secondary Students. The Consultant for Outdoor and Environmental Education is to work collaboratively with other Consultants and Special Assignment Teachers to include Environmental and Outdoor Education in the development of the approach to the Ontario Curriculum and to Secondary Reform. As well, the Consultant is to carry out the work of and recommendations from the Curriculum Processes Sub - Committee of the Education Sub - Committee related to Environmental and Outdoor Education.

Recommendations concerning Outdoor Education and the Environmental Policy for the Board were developed by a small work group of three as part of the Curriculum Processes Sub Committee and presented to the Local Education Improvement Committee (Appendix B) The L.E.I.C. recommended "that existing programs continue and Wentworth students be given the option to sign up for any available time slots and that a review of the existing programs and delivery model be undertaken."

Before bringing recommendations back to the Board for implementation, it was felt that a wider base of input was needed. As a result, a larger work group was put together and a questionnaire for schools to respond about outdoor education and the environment was developed.

1. COMMITTEE MEMBERS:

Joan Kott	Chair, Consultant Environment and Outdoor Education
Pat Gillie	Superintendent of Education
John Hannah	Site Administrator
Richard Dawson	Principal - Elementary
Stella Green-Gibson	Vice-Principal - Secondary
Ron Vine	Teacher - Elementary
Cynthia Lea	Teacher - Elementary
Brian Lennox	Teacher - Secondary
Libby Jenkins	Parent
Bruce Duncan	Community

C. FINDINGS:

A forced response questionnaire was developed and circulated in January to schools through a board mailing. Principals were asked to share the questionnaire with staff and in particular with environment reps, staff who have used the outdoor facilities, and Science and Geography Heads. When the questionnaire was sent out, the Science and Technology Inservice for Train the Trainer sessions had just started. Secondary staff had not received applicable information about Secondary Reform. Input was received from 25 Secondary and 168 Elementary respondents for a total of 191 replies. (Appendix C)

The questionnaire focussed on four areas: awareness of the outdoor education sites; curriculum and program relating to outdoor and environmental education; the delivery model used at the outdoor sites; and funding. A summary of the questionnaire results is shown in graph form in Appendix D.

Questionnaire Results**Awareness (questions 1-4)**

Approximately half of the respondents were aware of the three Board sites - Chrisite Outdoor Education Centre, Dave Brown Outdoor Education Site behind G.R.Allan School, and WIC (Watershed Interpretative Centre housed at Elizabeth Bagshaw School). About a third were familiar with booking procedures, transportation arrangements and the role of the Site Administrator for using the Centres.

Curriculum and Program (questions 5-10)

A good majority of the responses overall indicated that the Centres were beneficial to the Curriculum and Programs that teachers were delivering to their students. Over three quarters of the respondents used the centres to enhance their program for their students.

- 86% indicated there were opportunities to integrate Environmental, Outdoor Education programs into their present curriculum
- 68% indicated environmental and outdoor education experiences were required within the curriculum
- almost half did not know if present opportunities at the sites met their curriculum needs
- over 80% supported specific programming for core curriculum at specific grade levels and wanted programs to provide for both integrative and recreational opportunities

Delivery Model (questions 11-14)

The present delivery model requires the classroom teacher to plan the lesson and to deliver the instruction. The Site Administrator collaborates with the teacher at the time of booking and prepares materials and the site for the class visit. The Site Administrator assists the teacher in the program for the day and works with students in some of the activities. There are times when the teacher is not familiar with the activity or site and seasonal details and the Site Administrator takes the lead, contrary to the delivery model.

- approximately half of the respondents were comfortable with the present delivery model, while a third had no response to this question
- over two thirds indicated a preference for a qualified teacher at the site to facilitate program delivery
- over half indicated satisfaction with either arrangement and almost as many preferred the option to use either delivery model depending on the lesson to be delivered

Funding (questions 15-16)

The new funding model essentially concentrates dollars to the school. This type of model makes it difficult to fund and run a program that is available across the District without centralizing some budget. In order to raise awareness about this shift in the allocation of funds, questions were asked about funding. The results indicated a general lack of understanding about how this program is funded and would need to be funded. Teachers continues to be support the practice of the school contributing toward the cost of transportation to the centre.

D. SUMMARY AND CONCLUSIONS:

With the bringing together of the two former Boards and the hiring of many new teachers, it is obvious that the general level of awareness across the District about programs and resources available in the Board on any topic will be lower than usual. The responses indeed indicate the need to make educators aware of the Board's facilities and opportunities for students. Since this questionnaire and the "Science and Technology Train the Trainer Inservice", there has been an increase in requests for booking and specific programming, especially from Elementary teachers. There is a waiting list of over thirty classes.

Respondents indicate strong links to present curriculum and opportunities for integration and recreational programming. Curriculum links at specific grade levels and programming to support overall and specific student learning expectations within learning strands are essential to Environmental, Outdoor Education programming. Demands on the centres continue to grow, as teachers become more knowledgeable of the Ontario Curriculum Documents (especially Science and Technology) and Secondary Reform.

Responses regarding delivery model indicate a strong need for qualified teachers at the centres to provide curriculum-based programming. Other factors which include: familiarity with the area, specific subject matter, availability and use of specialized equipment, teacher comfort level with the setting and physical demands are also factors supporting the need for qualified staff at the Centres. Currently, we are limited to operating at one site daily due to the present staffing allocation. Demand on the centres at the Elementary and Secondary levels will increase as curriculum needs become more apparent and former Wentworth Schools become aware of our centres. A flexible delivery model will best suit the needs of teachers and students.

Environmental and Outdoor Education is inclusive within the Ontario Curriculum Documents. Providing students with learning opportunities in order "*to relate scientific and technological knowledge to each other and to the world outside the school*" is the third goal of Science and Technology Education. Allocation of budget to fund program and assist with transportation should be maintained. A two to four year plan for the renewal of the Environmental, Outdoor Education Centres and program in line with the Ontario Curriculum is reasonable in order to develop appropriate lessons and programs.

E. LINK WITH ONTARIO CURRICULUM:

The overall and specific student learning expectations that link Environmental and Outdoor Education are numerous. Examples that have been identified illustrate the basis for Environmental, Outdoor Education being included in a variety of curriculum programs. Further, Environmental, Outdoor Education programs provide opportunities for cross-curricular programming in all subject areas.

Examples from the Ontario Curriculum Grades 1-8 and Grades 9 and 10, identifying division and grade levels, strands and topics and overall and specific student learning expectations are provided on the following charts:

ONTARIO CURRICULUM DOCUMENTS LINKING

ENVIRONMENTAL, OUTDOOR EDUCATION PROGRAMMING OPPORTUNITIES

DOCUMENT	DIVISION/GRADE	STAND AND TOPICS
Science and Technology	Primary	
	Grade 1	Life Systems: Characteristics and Needs of Living Things Energy and control: Energy in Our Lives Earth and Space Systems: Daily and Seasonal Cycles
	Grade 2	Life Systems: Growth and Changes in Animals Energy and Control: Energy From Wind and Moving Water Earth and Space Systems: Air and Water in the Environment
	Grade 3	Life Systems: Growth and Changes in Plants Earth and Space Systems: Soils in the Environment
	Junior	
	Grade 4	Life Systems: Habitats and Communities Earth and Space Systems: Rocks, Minerals, and Erosion
	Grade 5	Earth and Space Systems: Weather
	Grade 6	Life Systems: Diversity of Living Things Matter and Materials: Properties of Air and Characteristics of Flight
	Intermediate	
	Grade 7	Life Systems: Interactions Within Ecosystems Earth and Space Systems: The Earth's Crust
	Grade 8	Life Systems: Cells, Tissues, Organs, and Systems Earth and Space Systems: Water Systems
Social Studies Grades 1 to 6, History and Geography Grades 7 and 8	Primary	
	Grade 3	Heritage and Citizenship: Pioneer Life Canada and World Connections: Urban and Rural Communities
Social Studies Grades 1 to 6, History and Geography Grades 7 and 8	Intermediate	
	Grade 7	Geography: The Themes of Geographic Inquiry Geography: Natural Resources
Health and Physical Education	Primary, Junior, Intermediate Grades 1-8	Health and Physical Education: Active Participation

**EXAMPLE STRANDS AND LEARNING EXPECTATIONS LINKING
ONTARIO CURRICULUM TO
ENVIRONMENTAL, OUTDOOR EDUCATION**

The Ontario Curriculum Grades 1-8, Health and Physical Education

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Active Participation	Primary, Junior, Intermediate: Grades 1-8	Overall Expectation: participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance, fitness activities, outdoor pursuits)

The Ontario Curriculum Grades 1-8, Science and Technology

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Earth and Space Systems: Daily and Seasonal Cycles	Primary: Grade 1	Overall Expectation: describe how living things, including humans, adapt to and prepare for daily and seasonal changes Specific Expectation: describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles (e.g., trees shed their leaves, birds migrate)
Life Systems: Growth and Changes in Animals	Grade 2	Overall Expectation: "demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions" Specific Expectation: "describe features of the environment that support the growth of familiar animals (e.g., water and insects in a frog's environment)"
Earth and Space Systems: Soils in the Environment	Grade 3	Overall Expectation: investigate the components of various soils, and describe the effects of moving water on these soils Specific Expectation: identify living things found in the soil (e.g., roots, earthworms, larvae)
Life Systems: Habitats and Communities	Junior: Grade 4	Overall Expectation: investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat Specific Expectation: identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light, ground features, weather conditions)

The Ontario Curriculum Grades 1-8, Science and Technology

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Earth and Space Systems: Rocks, Minerals, and Erosion	Grade 4	Overall Expectation: investigate, test, and compare the physical properties of rocks and minerals and investigate the factors that cause erosion of the landscape Specific Expectation: conduct their investigations of the outdoor environment in a responsible way and with respect for the environment (e.g., leave the site of the investigation as they found it, putting back objects examined where they found them and taking away all equipment brought to the site)
Life Systems: Diversity of Living Things	Grade 6	Overall Expectation: "investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation) Specific Expectation: "identify various kinds of plant or animal organisms in a given plot using commercially produced biological or classification keys (e.g., organisms observed in a pond study)
Life Systems: Interactions Within Ecosystems	Intermediate: Grade 7	Overall Expectation: "investigate the interactions in an ecosystem, and identify factors that affect the balance among the components of an ecosystem (e.g., forest fires, parasites)" Specific Expectation: "identify populations of organisms within an ecosystem and the factors that contribute to their survival in that ecosystem

The Ontario Curriculum, Social Studies Grades 1-6, History and Geography Grades 7 and 8

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Social Studies Canada and World Connections: Urban and Rural Communities	Primary: Grade 3	Overall Expectation: describe some possible relationships between communities and natural environment Specific Expectation: describe the interaction between people and the environment (e.g., dependence on nature for food, water, energy)
Geography: The Themes of Geographic Inquiry	Intermediate: Grade 7	Overall Expectation: use the five themes of geography (location place, environment, region, interaction, movement) to focus their inquiries Specific Expectation: demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of living elements)
Geography: Natural Resources	Grade 7	Overall Expectation: demonstrate an understanding of how human activity (e.g., canal building) affects people and the environment Specific Expectation: demonstrate an understanding of the concept of sustainable development and its implications for the environment

**ONTARIO CURRICULUM DOCUMENTS, GRADES 9 AND 10, LINKING
ENVIRONMENTAL, OUTDOOR EDUCATION PROGRAMMING
OPPORTUNITIES**

Document	Division/Grade (Academic, Applied, Open)	Strands and Topics
The Ontario Curriculum Grades 9 and 10 Science	Intermediate Grade 10, Academic	Biology: The Sustainability of Ecosystems Chemistry: Chemical Processes Earth and Space Science: Weather Dynamics
	Grade 10, Applied	Biology: Ecosystems and Human Activity Chemistry: Chemical Reactions and their Practical Applications Earth and Space Science: Weather Systems
The Ontario Curriculum Grades 9 and 10 Canadian and World Studies	Intermediate Grade 9, Academic	Geographic Foundations: Space and Systems Human-Environment Interactions Understanding and Managing Change
	Grade 9, Applied	Geographic Foundations: Space and Systems Human-Environment Interactions Understanding and Managing Change
The Ontario Curriculum Grades 9 and 10 Health and Physical Education	Intermediate Grade 9 and 10, Open	Healthy Active Living Education: Physical Activity Active Living

**EXAMPLE STRANDS AND LEARNING EXPECTATIONS LINKING
ONTARIO CURRICULUM GRADES 9 AND 10 TO
ENVIRONMENTAL, OUTDOOR EDUCATION**

The Ontario Curriculum Grades 9 and 10, Health and Physical Education

Healthy Active Living Education: Active Living	Grade 9, Open	Overall Expectation: participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation Specific Expectation: participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor and aquatic activities)
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**EXAMPLE STRANDS AND LEARNING EXPECTATIONS LINKING
ONTARIO CURRICULUM GRADES 9 AND 10 TO
ENVIRONMENTAL, OUTDOOR EDUCATION**

The Ontario Curriculum Grades 9 and 10, Science

Strand: Topic	Division/Grade/Course	Student Learning Expectations: Concepts, Skills & Application
Biology: The Sustainability of Ecosystems	Intermediate: Grade 10, Academic	Overall Expectation: demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life Specific Expectation: examine the factors (natural and external) that affect the survival and equilibrium of populations in an ecosystem (e.g., resource limits of an ecosystem, competing populations, bioaccumulation, selective decline)
Biology: Ecosystems and Human Activity	Grade 10, Applied	Overall Expectation: analyze natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance Specific Expectation: demonstrate the skills required to plan and conduct practical tests on related ecological factors, and collect data using appropriate instruments and techniques safely and accurately (e.g., tests for water quality, air quality, soil composition)

The Ontario Curriculum Grades 9 and 10, Canadian and World Studies

Geography of Canada: Geographic Foundations: Space and Systems	Intermediate: Grade 9, Academic	Overall Expectation: demonstrate an understanding of the regional diversity of Canada's natural systems (e.g., vegetation, climate zones) and human systems (e.g., transportation links, urban hierarchies) Specific Expectation: demonstrate a knowledge of the characteristics of natural systems (e.g., climate, landforms, water, soils, natural vegetation, wildlife)
Geography of Canada: Human-Environment Interactions	Grade 9, Applied	Overall Expectation: demonstrate an understanding of the interdependence of natural and human systems in Canada's rural and urban landscapes Specific Expectation: create and implement a plan to address a local environmental concern

F. RECOMMENDATIONS:

Recommendation	Rationale
<u>Sites:</u>	
1. The three sites for outdoor and environmental education continue to operate.	
<u>HAMILTON – WENTWORTH WEST</u>	
- Chrisitie (Spencer Creek Watershed)	<ul style="list-style-type: none"> • The accessibility of the sites provide at a reasonable cost and within local community good outdoor education locations in which students can be involved in our community and be exposed to practical situations to apply the learning expectations of the Ontario Curriculum .
<u>HAMILTON – WENTWORTH CENTRAL</u>	
- Dave Brown (behind G. R. Allan School)	<ul style="list-style-type: none"> • The three sites provide access for all students in the District to major watersheds that are being rehabilitated and studied in the Hamilton-Wentworth Region.
<u>HAMILTON – WENTWORTH EAST</u>	
- WIC (Watershed Interpretative Centre housed at Elizabeth Bagshaw)	<ul style="list-style-type: none"> + Spencer Creek Watershed + Coote's Paradise Watershed + Red Hill Valley Watershed • Enables students to become involved in community based environmental projects working towards the rehabilitation of local watersheds and in research. • Complements the Hamilton-Wentworth Region's Vision 2020 goals for the development of a sustainable community.
<u>Staff:</u>	
2. A plan to staff the sites with a combination of site administrator and/or certified teacher to permit usage, consistent with demand, up to 100 % capacity at each site be phased in over a two to four year period.	
<u>1999-2000 School Year:</u> existing staff complement of one full time equivalent site administrator for the school year (. 8)	<ul style="list-style-type: none"> • In order to be able to accommodate requests from all schools in the District (134) the ability to schedule for each day more than one site will require a gradual increase in staff. The input to the questionnaire indicates a desire for flexibility in staff so that classroom teachers will deliver the lesson and be assisted on site or a teacher on site could deliver a specialized lesson.
<u>2000-2001 School Year:</u> one full time equivalent site administrator (.8) and one full time equivalent teacher	
<u>2001-2002 School Year:</u> one full time equivalent teacher and up to two full time equivalent site administrators	<ul style="list-style-type: none"> • At two classes a day we are only able to schedule for a maximum of 380 classes. There are ways in which we have been able to use more than one site on a day (eg. the Consultant has facilitated use at a site or a very expert teacher in outdoor education has used a site completely on their own) the ability to do so except for special situations us limited.
<u>2002-2003 School Year:</u> one full time equivalent teacher and two full time equivalent site administrators	

Staff cont.

3. Responsibilities for the environment and outdoor education continue to be assigned within the complement of consulting staff.

- The need to update the programs and develop curriculum in line with the Ontario Curriculum as well as the organization of the programs and operations at the centres will require ongoing support at the consultant level.
- The Environment Policy requires a considerable amount of community liaison with groups and organizations involved in the Environment. These liaisons frequently result in:
 - partnerships that support our environment initiatives
 - grants and donations for use by schools carrying out environment projects such as playground naturalization
 - enhanced opportunities for using non Board sites eg. Royal Botanical Gardens, Dundas Valley

Funding:

4. Funds continue to be budgeted centrally to sustain the three sites, staff and programs.

The 1998-1999 budget includes funds for the salary of the Site Administrator and Consultant, rental of Christie and monies for supplies required for the programs. Routine upkeep is covered under Plant Operations.

Schools continue to contribute toward the cost of transportation of students to the sites at the rate of \$ 2.00 per student.

As the demand to use the centres goes up more transportation will be required. Currently the usage is one bus per day.

The current cost of a bus is \$ 91.00 per day less the school contribution at the rate of \$ 1.00 per student. The budget provides for \$20,000 which qualifies under classroom in the funding model. The recommendation is to continue the school contribution and increase it to \$ 2.00 in order to be able to utilize more than one bus and lessen the impact on the transportation budget allocated for this program.

Schools have the opportunity, and many take it, to raise funds totally or partially by participating in the Annual nature Walk organized by the Bay Area Restoration Council (BARC). Funds raised are split 50/50 with the school and the WIC – Watershed Interpretative Centre.

Policy:

5. The draft policy be presented to the Joint Advisory Committee.

As suggested in the L.E.I.C. report the policy of the former Hamilton Board has been reviewed and revised to the new policy format and in line with Ontario Curriculum as appropriate.

ENVIRONMENTAL AND OUTDOOR EDUCATION

CONSULTANT : Joan Kott

SITE-ADMINISTRATOR: John Hannah

SUPERINTENDENT : Pat Gillie

BUDGET REQUIREMENTS FOR 1998 - 1999

Monies required to operate the programs at the Outdoor Education Centres and nominal money in association with the Environmental Policy.

Outdoor Education Centres: Christie Conservation,
Dave Brown (Glen Road)
WIC - Watershed Interpretative Centre (Elizabeth Bagshaw School)

- In addition to the salaries and wages, the following budget is in place for the 1998-1999 year.

ITEM	DESCRIPTION	AMOUNT
Books Films & Software	Books and multi-media for programs at the centres and for loan to use in classrooms	600.00
Supplies	<ul style="list-style-type: none"> • Instructional supplies for use at centres eg. displays, models, chemicals, field apparatus • General supplies for use in program eg. paper, copier, consumables • Printing of newsletter, information flyers, booklets • Repairs to equipment and replacement parts 	3000.00 2000.00 2500.00 500.00
Other	<ul style="list-style-type: none"> • Rental for Christie • Cell phone service to meet safety requirements • Transportation = 1 bus per day and students contributing toward the cost at \$1.00 each • Honorarium for Co-op students 	12,000.00 500.00 20,000.00 400.00
Professional development	One conference registration	300.00
TOTAL		\$ 41,800

Approximately \$ 15,000 in expenses are in the Operations budgets in Plant for the utilities, cleaning and repair requirements of the sites.

Program/Services: Environmental/Outdoor Education (MOET Common Curriculum)			
Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<p>Non-Mandated Program</p> <ul style="list-style-type: none"> Maintaining or deleting the three existing Hamilton Environmental/Outdoor Education Centres Staffing of these Centres 	Jan. - June '98	<ul style="list-style-type: none"> That the three existing Hamilton Board Environmental/Outdoor Education Centres continue for Jan.-June 1998 and that they be made available to all students in the new District School Board during that time period. 	<ul style="list-style-type: none"> Environmental/Outdoor Education Programs provide both inner city and county students with learning experiences that otherwise might not be available to them The programs offered at the three existing Hamilton Centres support the MOET Common Curriculum Currently Wentworth County has no Environmental/Outdoor Education Centres. Currently 1 FTE technician is assigned to the program at an annual cost of \$30,000 (salary & benefits). Jan. - June \$16,000.
Transportation of students	Jan. - June '98	<ul style="list-style-type: none"> That the new District School Board continue to provide subsidy at the current rate for students attending the three Environmental/Outdoor Education Centres 	<ul style="list-style-type: none"> Current Board subsidy is 1 bus per school day at an average rate of \$110 per day. Total annual cost = \$20,000; Jan. - June '98 cost = \$12,000.
	Jan. - June '98	<ul style="list-style-type: none"> That the new District School Board establish a committee to review the existing Environmental/Outdoor Education Program/Centres to determine continuation, deletion, expansion or alteration for September 1998. 	<ul style="list-style-type: none"> This would allow time for planning for the 1998-99 school year. (Staff, budget, resources).
Environmental Policy for New District School Board	Jan. - June '98	<ul style="list-style-type: none"> That the existing Hamilton Board Environmental Policy be reviewed as the basis for a new Environmental Policy for the new District School Board. 	<ul style="list-style-type: none"> Wentworth County has no existing Environmental Policy.

11-15

CURRICULUM PROCESSES SUB COMMITTEE ENVIRONMENTAL, OUTDOOR EDUCATION QUESTIONNAIRE

The goal of this questionnaire is to gather information, which will assist the Curriculum Processes Sub Committee in preparing Environmental, Outdoor Education recommendations for their report to the Board. Within the "Ontario Curriculum Documents" and the upcoming "Secondary Reform", Environmental, Outdoor Education experiences are integrated components of the learning strands presented in the curriculum documents. The new funding model for education allocates the majority of dollars to the school and the classroom. The responsibility to include funding for Environmental, Outdoor Education now rests with the school. It is anticipated that there will be an increased demand on centres in order to meet overall and specific student learning expectations.

The committee is requesting that teaching staff whose curriculum needs include programming at Environmental, Outdoor Education Centres, complete this questionnaire. **Secondary School Department Heads and individual teachers are asked to photocopy the questionnaire, complete and return to Joan Kott by Friday, January 29/99.**

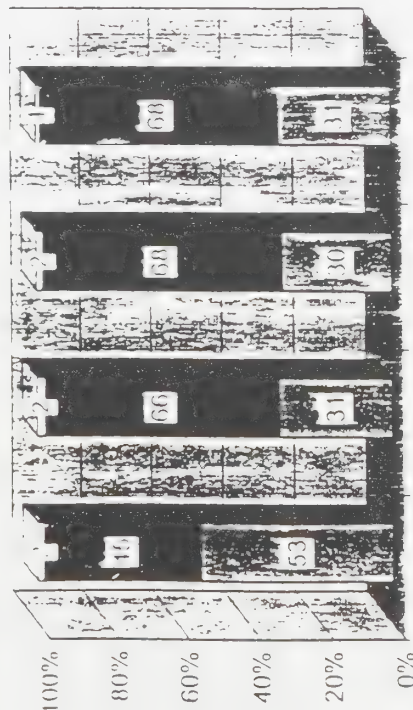
PLEASE RESPOND BY CHECKING THE APPROPRIATE BOX

	YES	NO
1. Are you aware of the 3 Environmental, Outdoor Education facilities that the Board operates? (Chrisue, Dave Brown, WIC-Red Hill Valley)	<input type="checkbox"/>	<input type="checkbox"/>
2. Are you familiar with the procedure for booking?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you aware of the transportation arrangements presently in place?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are you familiar with the role of the site administrator at the sites?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are there opportunities for integrating environmental, outdoor education experiences within your present curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do specific components of your curriculum require programming in the outdoors?	<input type="checkbox"/>	<input type="checkbox"/>
7. Are environmental, outdoor education experiences used to enhance your curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do present opportunities at our sites meet your curriculum needs?	<input type="checkbox"/>	<input type="checkbox"/>
9. Sites should provide specific programming for core curriculum areas at specific grade levels and give priority to these bookings	<input type="checkbox"/>	<input type="checkbox"/>
10. Sites should also provide opportunities for integrated units and/or recreational activities.	<input type="checkbox"/>	<input type="checkbox"/>
11. I am comfortable with the operational model utilizing a site administrator.	<input type="checkbox"/>	<input type="checkbox"/>
12. I would prefer a qualified teacher at the sites to facilitate program delivery.	<input type="checkbox"/>	<input type="checkbox"/>
13. I am comfortable working with either arrangement.	<input type="checkbox"/>	<input type="checkbox"/>
14. I appreciate having the option to facilitate program myself at the site.	<input type="checkbox"/>	<input type="checkbox"/>
15. My school will/plans to allocate funds for Environmental, Outdoor Education programming opportunities within the context of the new funding model.	<input type="checkbox"/>	<input type="checkbox"/>
16. My school will/plans to allocate funds to fully cover transportation to sites.	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENTAL, OUTDOOR EDUCATION FORCED RESPONSE QUESTIONNAIRE

APPENDIX

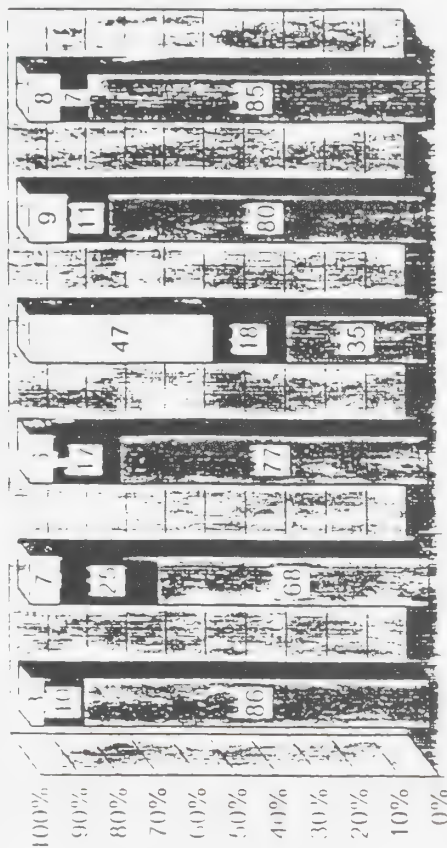
Awareness and Procedures



Questions 1 to 4

☒ Yes ☐ No ☐ No Response

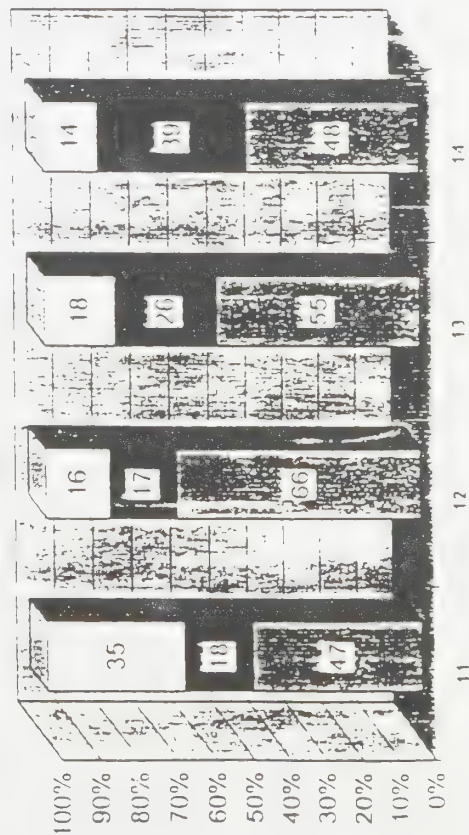
Curriculum and Programs



Questions 5 to 10

☐ Yes ☐ No ☐ No Response

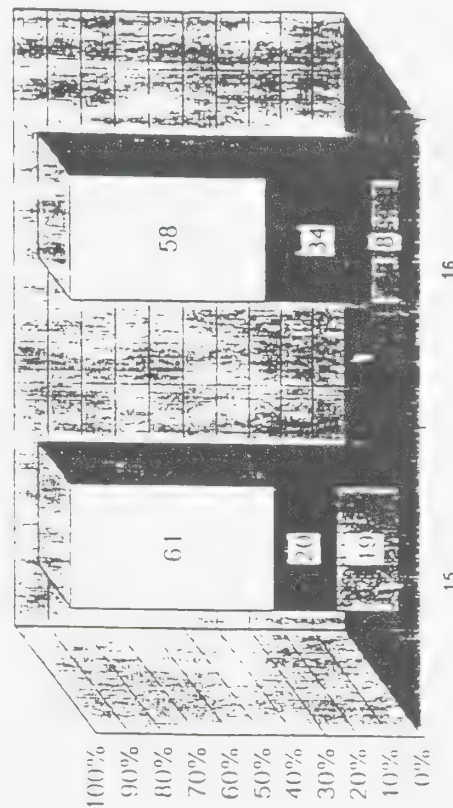
Delivery Model



Questions 11 to 14

☒ Yes ☐ No ☐ No Response

Funding



Questions 15 & 16

☒ Yes ☐ No ☐ No Response

11-16

APPENDIX D

1999 09 02

#12

Approved for distribution
by the Director.

TO: The Director of Education

Signature: _____

FROM: P. Gillie, Superintendent of Education
J. Kott, Consultant - Environmental and Outdoor Education

Date: _____

RE: Environment Policy

Aug 27/99

RECOMMENDATIONS:

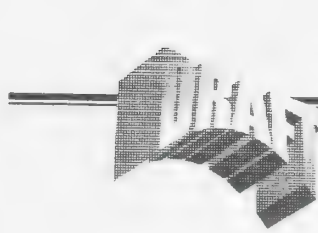
Moved by _____, seconded by _____ that,
the draft Environment Policy be approved.

RATIONALE:

1. Recommendations concerning Outdoor Education and the Environment Policy for the Board were developed by a small work group of three as part of the Curriculum Processes Sub Committee and presented to the Local Education Improvement Committee. Before bringing recommendations back to the Board, in follow up to the Report to the L.E.I.C., a larger work group was put together and a wider base of input was gathered through a questionnaire to schools.
2. The Policy was reviewed by the larger work group and revised in accordance with the input and the approved format for Board Policy.
3. The Policy was reviewed by Executive Council and presented to the Education Committee with a recommendation that it go to the Joint Advisory Committee in May 1999. The Joint Advisory Committee supported the Policy.
4. The Policy is being recommended for approval.

ATTACHMENT:

Draft Environment Policy



ENVIRONMENT POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to support and promote practices and programs which are consistent with a healthy, safe, and sustainable environment.

Responsibility: Superintendents of Education, Business, Plant

OPERATING PROCEDURES:

1.0 Curriculum and Program:

- 1.1 Curriculum and programs will be created in line with the Ontario Curriculum for Elementary and Secondary Students to provide students with the basic concepts, skills and applications to understand environmental needs and contribute to sustainable development.
- 1.2 Participation in outdoor education programs on the school grounds and at sites within the Board and the Hamilton-Wentworth Region will be supported.

2.0 Community:

- 2.1 Co-operation with public and private organizations and agencies that promote sustainability and practice the three "R's" is encouraged.
- 2.2 Participation in partnerships and programs with the Region of Hamilton-Wentworth, and public and private organizations, which focus on school/community progress toward a sustainable environment and in keeping with Board Policy, will be supported.

3.0 Awareness, Training and Development

- 3.1 Information, training and inservice will be developed and provided as appropriate to ensure that schools, and departments analyze current operations and procedures to eliminate practices which are inconsistent with this policy.
- 3.2 The Board will recognize individuals, schools, groups and communities whose efforts demonstrate and support practices that are outstanding.

4.0 Administration :

- 4.1 The Policy will be monitored through a System Environment Committee consisting of representation from schools, departments, the community and the board. The Committee will report as required by the Board.
- 4.2 Procedures that support the Three R's - reduce, reuse, recycle are to be used as often as is possible at a personal, departmental, school and system level.
- 4.3 Procedures that result in changes to business or facility operations must be developed in consultation with the Business and or Plant Services Superintendents.
- 4.4 To ensure that energy stays focused at the grass roots level, site-based projects are encouraged.

5.0 Funding

- 5.1 An annual budget will be developed to support the Environment Policy and Board recognition initiatives.
- 5.2 Operations and processes that are changed, in order to be in line with the Environment Policy will continue to be funded and budgeted for within the existing budget category or line. (e.g. waste, energy, purchasing)
- 5.3 Savings that result from changes in operation due to the Policy will be considered for rebate to the school or site once all associated Board expenditures have been met.
- 5.4 Grants, donations and services in kind that support the Environment Policy and that are in keeping with other Board Policies will be accepted.

Relevant Legislation:

- **Education Act**—Part VI BOARDS , Duties & Powers
Section 171 (1) 28, 36 - activities
- **Regulation 298** OPERATION OF SCHOOLS - GENERAL
Section 11 (1) (f) supervision of activities

1999 09 02

#13

Approved for distribution
by the Director.

TO: The Director of Education

FROM: P. Gillie, Superintendent of Education
Student Trips and Excursions Policy Review Committee

Signature: Whitaker

Date: Aug 27/99

RE: STUDENT TRIPS POLICY

RECOMMENDATIONS:

1. Moved by _____, seconded by _____ that,
the Student Trips Policy be approved effective January 2000.
2. Moved by _____, seconded by _____ that
a Student Trip Committee meet at least three times each year in order to review annual
information changes, consider service provider advisories and to monitor the implementation of
the policy.

RATIONALE:

1. The October 1998 Board asked staff to bring together into one policy the policy and procedures for trips of the two former Boards.
2. The Student Trips and Excursions Policy Review Committee has reviewed the policies and practices of the two former Boards, other boards and suggestions of the Ontario School Boards Insurance Exchange in order to recommend a Trip Policy for the Board. As well, the committee members have sought input from schools and School Councils. The Committee has developed a resource binder to be used for planning and approving student trips.
3. The Policy has been reviewed by Executive Council and has received support of the Joint Advisory Committee.
4. The policy addresses in the operating procedure the following aspects of student trips:
 - Student Trip definition and planning
 - Responsibilities
 - Costs
 - Application and Approval Process
 - Supervision
 - Parent Information and Permission
 - Transportation including student drivers
 - Requirements for Service Providers
 - Risk Management
 - Resources
4. The policy requires trip approval at three categories depending on the nature of the trip.

<u>Category I</u>	In province departing and returning on the same day	Principal only
<u>Category II</u>	Overnight up to 5 days, out of province or with inherent risk	Principal, Superintendent
<u>Category III</u>	Over 5 days, out of country, including those of inherent risk	Principal, Superintendent, Board
5. The Committee believes that adequate time should be taken to prepare for the implementation of this policy. Consequently it advises that the policy be approved for use in the District, effective January 2000, after Principals and staffs are inserviced.
6. Certain information regarding trips needs to be issued annually, for example approved carriers. Some aspects of procedure might require modification due to experiences with a Service Provider or advice from OSBIE or OPHEA. The Committee advises that a Student Trip Committee composed of the same representation as the Student Trips Policy Review Committee meet each year, in order to have in place a planned way to address such issues and to monitor the implementation of the policy.

ATTACHMENTS :

- | | |
|------------|--------------------------------------|
| APPENDIX A | Committee Members |
| APPENDIX B | Summary of the Work of the Committee |
| APPENDIX C | Proposed Trip Policy |

STUDENT TRIP AND EXCURSIONS POLICY REVIEW COMMITTEE

NAME	REPRESENTATIVE
<u>Coordinating Group</u>	
Pat Gillie	Superintendent of Education, Co-Chair
Joan Kott	Consultant Environmental and Outdoor Education, Co-Chair
Diane Knight	Accommodation and Planning
Stella Green-Gibson	Secondary School Vice-Principal
Irene Drozd	Secretary, Superintendent of Education
<u>Representative Members</u>	
Richard Dawson	Elementary Principal – County Background
Ken Griffin	Elementary Principal – City Background
Ray Varey	Vice - Principal Secondary
Joyce Wall	School Council
Mary Berzaitis	Elementary School Secretary
Joe Rogers	Trustee
Elad Gafni	Student Trustee
<u>Resource Staff</u>	
Debbie Sprentz	Special Assignment – Health and Physical Education
Darlene Baker	
Chris Newman	Student Services - Athletics
Sheila George	Secretary to the Committee

In order to organize the work of the Committee a Coordinating Group was formed to do the following:

- Establish the framework for carrying out the task.
- Provide background materials and resource contacts to the Committee.
- Facilitate the organization of Sub Committees
- Set a timeline to complete the task and report to the Board
- Coordinate the process
- Insure input, feedback and piloting as required from stakeholders
- Review the Policy and Procedures of the former Boards in order to develop a single Policy for use in all Programs in the Hamilton-Wentworth District School Board .

The work of the Committee was to carry out the following :

- Define the terms trips and excursions.
- Review those documents, guidelines or support resources that are used when planning out of school trips and excursions.
- Review the associated risks and risk management procedures required when taking part in out of school trips and excursions.
- Develop a comprehensive format for the Policy and the supporting resources that are used when planning out of school trips and excursions.
- Insure ongoing review of the Policy and an annual update each school year.

Summary of the work of the Student Trips and Excursions Policy Review Committee

A. Preparation:

Following the request of the Board in October to develop a Trip Policy a Coordinating Group convened to gather materials and prepare background information for the Committee to use. Appendix A lists the Members of the Committee, the tasks of the Coordinating Group and the entire Committee. A resource binder was sent out to Members in January to review in preparation for the work of the Committee. Members were required to become familiar with the two sets of procedures currently in place. As well a number of risk management issues that pertain to trips and excursions were identified. Updating this information and insuring that it is available in user friendly format was identified as a major task.

Committee members were asked to consider the following:

1. What should the material look like that will be distributed to the System?
2. What should approval forms be like?
3. What necessary information must they contain?
4. How do we insure that all teachers will be able to plan trips that are educational and organized with the utmost level of accountability possible?

B. Resource Binder Contents for Committee Use

- Preliminary Draft of an amalgamated policy/procedure
- Past Policies
- Support Documents and Resource
 - * OPHEA Guideline on risk issues (newly released to schools)
 - * Scarborough Policy Binder
 - * Risk Management Policy
- Forms
- Quick Reference Checklist to show flow of process and who to contact
- OSBIE Materials (Ontario School Board Insurance Exchange)

C. Work Plan for the Committee

	TASK	TIMELINE
1.	Establish Committee and distribute materials	By end of first week of January
2.	Schedule first meeting	Wednesday January 20, 1999 at 2:00 Crestwood
3.	Tentative Meeting Dates	Feb. 10, Mar. 10, April 14, May 19, June 16 Crestwood
4.	January goals – input from Committee members about policy, content, format	JANUARY
	Information for Principals	
	Strike Sub Committees	
5.	Draft One School Feedback	FEBRUARY
6.	Draft Two	MARCH
7.	Final Draft for Executive Council	APRIL
8.	Board / JAC	JUNE
9.	Review of Resource Binder	JUNE/ Summer
10.	Implementation Process	Fall 1999

D. Issues identified from input by schools.

- | | | |
|--|--|--|
| <input type="checkbox"/> Define trip | <input type="checkbox"/> Comment on away games and ongoing trips | <input type="checkbox"/> Exclusion of students from trips |
| <input type="checkbox"/> General liability if board approved carrier | <input type="checkbox"/> Service providers, requirements | <input type="checkbox"/> Standard form for the seating plan (see Scar. Binder) |
| <input type="checkbox"/> Medical steps - more support | <input type="checkbox"/> Volunteer Supervisors - how will they be approved ? | <input type="checkbox"/> Emergency contact - define More than one contact ? |
| <input type="checkbox"/> Protocol in event of accident | <input type="checkbox"/> Add section on foreign exchange | <input type="checkbox"/> Ratios |
| <input type="checkbox"/> High risk students going on trips - medical section | <input type="checkbox"/> Be consistent with transportation guidelines | <input type="checkbox"/> Manual needed |
| <input type="checkbox"/> Computerized trip form like currently available | <input type="checkbox"/> Special needs students and March of Dimes help | <input type="checkbox"/> Need an at a glance format for easy access |
| <input type="checkbox"/> Outside coaches - background | <input type="checkbox"/> Student trip form arrival times | <input type="checkbox"/> Student Drivers |

E. Relevant Legislation

The Committee reviewed certain legislation in order to consider accountability and risk management involved with student trips. The following pieces of legislation assisted the Committee in its task:

THE EDUCATION ACT

PART VI - BOARDS - Duties and Powers

170. (1) Duties of boards. - Every board shall.

9. **Insurance.** - make provision for insuring adequately the buildings and equipment of the board and for insuring the board and its employees and volunteers who are assigned duties by the principal against claims in respect of accidents incurred by pupils while under the jurisdiction or supervision of the board;

171. (1) Powers of boards. - A board may.

4. **voluntary assistants.** - permit a principal to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the board and to terminate such assignment;
27. **athletics** - provide for the promotion and encouragement of athletics and for the holding of school games;
28. **activities** - provide, during the school year or at other times, activities and programs on or off school premises, including field trips, and exercise jurisdiction over those persons participating therein;
36. **student activities.** - authorize such school activities as pertain to the welfare of the pupils and exercise jurisdiction in respect thereof;

OTHER LEGISLATION

In addition Regulation 298 outlining the duties of Principals and Teachers and the requirements for pupils was also reviewed. In order to consider issues related to transportation, in particular student drivers, the regulation for licensing drivers was reviewed.

F. Results of the Committee Work

✓ The Committee has completed a policy statement with operating procedures (Appendix C) and recommends that the policy be approved for use in the District, effective January 2000, once it has been considered by the Joint Advisory Committee, all forms are completed, and Principals and staffs are inserviced.

✓ The Policy through the operating procedures addresses ten key aspects of student trip planning and approval.

- | | |
|---|---------------------------------------|
| 1. Student Trip definition and planning | 6. Parent Information and Permission |
| 2. Responsibilities | 7. Transportation |
| 3. Costs | 8. Requirements for Service Providers |
| 4. Application and Approval Process | 9. Risk Management |
| 5. Supervision | 10. Resources |

✓ The policy addresses accountability through three levels of approval depending on the nature of the trip.

<u>Category I</u>	In province departing and returning on the same day	Principal only
<u>Category II</u>	Overnight up to 5 days, out of province or with inherent risk	Principal, Superintendent
<u>Category III</u>	Over 5 days, out of country, including those of inherent risk	Principal, Superintendent, Board

✓ In order to assist staff in planning for trips and in approving trips a resource binder is being developed. This work requires more time and the Committee hopes to complete this task by the end of June. The binder will include the following sections:

Section 1	Forward
Section 2	The Policy
Section 3	Planning
Section 4	Supervision
Section 5	Transportation
Section 6	Risk Management
Section 7	Medical and Emergency Procedures
Section 8	Forms
Section 9	OPHEA Guidelines
Section 10	For School Use

✓ In studying risk management and issues related to inherent risk, the Committee consulted the Ontario School Boards Insurance Exchange and reviewed the documents released by the Ontario Physical and Health Education Association. The Committee concludes that the documents Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, Oct'97 and Interschool Athletic Guidelines, March 99 & Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, Oct'97 and Interschool Athletic Guidelines March 99 must be referenced when planning trips that include activities outlined in these Guidelines. The Committee supports the recommendation to endorse these Guidelines for use across the District. This information has been forwarded to the Board in a separate report as the guidelines deal with more than trips.

✓ The Committee believes that the new policy will require some attention in the Fall in order to raise the level of awareness of everyone about new levels of accountability and the need to consider elements of risk. To this the Committee is working on an implementation plan that will focus on Principals as the prime person at the school level responsible for trip approvals.

✓ The Committee concludes that a Trip Committee at the staff level should continue to function in order to insure that changes in legislation, issues of risk, standards of service providers, and advice from our insurers is reviewed, kept current and communicated to the District in compliance with the policy.



13-5

STUDENT TRIPS

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to support student trips which facilitate and extend student educational experiences, off school premises, within a safe environment.

Responsibility: Superintendents of Education.

OPERATING PROCEDURES:

1.0 Student Trips:

- 1.1 A student trip is any approved and supervised activity or program off school premises.
- 1.2 Any activity off school premises or travel tour which is not approved by the Principal as part of the school program shall not be promoted or organized during school hours or in association whatsoever with the school or Board.
- 1.3 Student trips should be constructive in nature and must be planned to meet student learning expectations.
- 1.4 Trip activities must be compatible with the age and learning development of the students.
- 1.5 The School Code of Conduct and Code of Conduct on School Related Vehicles is applicable to student trips. Students may be denied participation on a school trip for not following the Codes of Conduct.
- 1.6 A change in locale involves risks and responsibilities beyond those encountered in the classroom situation. Planning must extend beyond the usual lesson preparation to include pre-trip instruction, the supervision and safety of the students during the trip, and appropriate evaluation, assessment, and/or follow-up activities.
- 1.7 In order to minimize the inherent element of risk of trip activities, The Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, and Interschool Athletic Guidelines, and Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, and Interschool Athletic Guidelines are to be used. These guidelines are referred to as SAFETY Guidelines in the rest of the policy.

2.0 Responsibilities

- 2.1 **Principals/Vice-Principals:** Before approving any trip, Principals/Vice-Principals must ensure that all planning, preparation, proposed bookings, supervision and notifications, including those of inherent risk have been organized by the teacher in accordance with the Board approved Student Trip Policy.

- 2.2 Teachers:** When planning a trip, teachers are required to follow the Board approved Student Trip Policy and Operating Procedure to ensure all necessary arrangements are made. Planning should include accounting for all trip costs and expenditures. Teachers are required to inform students and volunteers of all expectations in participating in the trip and to ensure parents are informed of all details of the trip, including inherent risk where applicable.

The teacher shall consult with the Principal and the parents of students who are medically fragile, at risk, or require special assistance in their daily learning program in order to determine the participation of the student on a school trip.

- 2.3 Students:** Students are expected to adhere to trip expectations, the School Code of Conduct and Code of Conduct on School Related Vehicles. Students are accountable to the Teacher and the Principal for their actions. Students are required to be prepared for the trip with the appropriate clothing, equipment and supplies. Students are required to follow the directions of all personnel involved with the trip.

Students 18 or over are responsible for extended medical insurance for trips out of province or out of country.

Foreign Exchange Students must have proper authorization and medical coverage for participation in trips. Documentation detailing the terms and conditions of the exchange must be used in determining the eligibility for the student to participate. See section 6.4 and 9.6

- 2.4 Parents/Guardians:** Parents who give permission for their child to participate on a school trip are expected to be informed of the details of the trip and to review them with their child. When giving permission, parents are required to inform the school of any medical conditions of the child and to provide current emergency information and contacts. Parents will consult with the Teacher and the Principal in order to determine the participation of a child who is medically fragile, at risk, or require special assistance in his/her daily learning program. Parents are asked to support the School Code of Conduct and Code of Conduct on School Related Vehicles by reinforcing these expectations with their child and being prepared to assist the school in returning their child from the trip in the event of an emergency or a breach of the School Code of Conduct by their child prior to the completion of the trip. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

On the day of the trip, in the event of illness, parents are asked to advise the school, in order that the trip departure not be delayed.

- 2.5 Volunteers:** Volunteers must be approved by the Principal. They are expected to know the details of the trip and their specific duties. Volunteers are expected to support the School Code of Conduct and Code of Conduct on School Related Vehicles, and report any inappropriate student conduct to the teacher. Volunteers are expected to adhere to the trip schedule and dress appropriately for the purpose of the trip. Volunteers are asked to be models for the students and refrain from smoking or using alcohol during the trip.

On the day of the trip, in the event of illness, volunteers are asked to advise the school, in order that the trip departure not be delayed.

- 2.6 Superintendents:** Superintendents are responsible for ensuring that student trips are carried out in accordance with Board policy.

Before approving Category II Trips or Category III Trips, the Superintendent must ensure that the complete cycle of trip planning has been followed and that the requisite steps for risk management have been completed

- 2.7 Accommodation and Planning:** The administration of insurance matters is managed through the Accommodation and Planning Department. Accommodation and Planning provides support to the School Principal regarding risk management and the assessment of school trip activities. Accommodation and Planning is the liaison and resource between Board staff and the insurer in regard to liability issues. Accommodation and Planning prepares and issues an annual list of approved carriers each Fall.

13-7

2.8 **The Board:** Approve Category III trips upon recommendation of the Principal and Superintendent of Education.

3.0 Trip Costs

3.1 Trip costs are expected to be affordable to students and approved by the Principal. Costs for trips, including fundraising, will be reviewed annually with input from the School Council.

3.2 A plan for accounting for trip costs and expenditures should be developed as part of monitoring. A balance sheet is advised, especially for high cost Category II and III trips. In the event of an insurance claim, a complete account of funds is required.

3.3 The purchase of cancellation insurance by the Service Provider (Category II & III) is recommended and would be part of the cost of the trip.

4.0 Application and Approval Process :

Approval is required in accordance with the category of trip being planned. Teachers must complete the Student Trip Application Form for approval within the timelines outlined below. Assistance in determining the category is available in the SAFETY Guidelines located in the Student Trips Binder, from the Principal, Accommodation and Planning, and the Superintendent of Education.

The chart that follows outlines approval requirements.

CATEGORY I	CATEGORY II	CATEGORY III
Principal	Principal Superintendent of Education	Principal Superintendent of Education Board
Two weeks	3 months	Over 5 days - 4 months Out of country - 6 months
<ul style="list-style-type: none">• in-province, departing and returning on the same day and not involving activities of increased inherent risk	<ul style="list-style-type: none">• activities involving increased elements of inherent risk outlined in the <u>SAFETY Guidelines</u> ie. water sports, high ropes, camping, skiing, cycling, snowboarding, canoeing,• all overnight trips up to and including 5 days• all trips out of province within Canada	<ul style="list-style-type: none">• all trips out of country• all trips over 5 days• included in the above may be activities involving increased elements of inherent risk outlined in the <u>SAFETY Guidelines</u> ie. water sports, high ropes, camping, skiing, cycling, snowboarding, canoeing,
Teacher submits to the Principal <u>two weeks</u> prior to trip, where possible	Teacher submits to the Principal for approval, who will then forward to the Superintendent for approval <u>12 weeks prior to the trip</u>	Teacher submits to the Principal for approval, who will then forward to the Superintendent for approval who will then submit to the Board for approval 6 months prior to the trip
Keep one copy of all applications and forms in the school office.		

4.1 Repetitive Visits and/or Spontaneous Neighbourhood Trips

Where permission is required for more than one visit by the same student, or group of students, to the same destination or for the same purpose, or within the neighbourhood for physical education or spontaneous activities, the teacher in charge is expected to prepare a letter for parents/guardians to indicate:

- i) the number or kind (spontaneous) of visits
- ii) a brief rationale for the visits
- iii) a schedule of the proposed dates (repetitive) of the visits.

4.2 Physical Education and Athletics

Where student trips are part of the Physical/Health Education Program, teachers are to follow requirements outlined in: Physical Education Ontario Safety Guidelines Elementary Curricular Guidelines, and Physical Education Ontario Safety Guidelines Secondary Curricular Guidelines. The appropriate permission form for participating in physical activity and the current medical information form must also be complete.

4.3 Extra Curricular Activities

Where student trips are part of the Athletic Program, teachers are to follow requirements outlined in: Physical Education Ontario Safety Guidelines Elementary Interschool Athletics Guidelines, and Physical Education Ontario Safety Guidelines Secondary Interschool Athletics Guidelines. The appropriate permission form for participating in physical activity and the current medical information form must also be complete.

4.4 Environmental/Outdoor Education Centres Operated by the Board (HWDSB)

Day trips to the Outdoor Education Centres operated by the Board are Category I Trips. The Student Trip Application for Permission, Student Trip Information and Permission to Parent/Guardian and Emergency Health Information forms must be completed. Additional forms for Volunteers and Student Identification for Transport may be applicable.

4.5 Unauthorized Activities

Any activity off school premises or travel tour which is not approved by the Principal as part of the school program shall not be promoted or organized during school hours or in association whatsoever with the school or Board.

5.0 Supervision

5.1 Ratio of Supervisors to Students:

- An adequate number of supervisors must be provided to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).
- Alternative arrangements must be made with parent/guardian should it be necessary to return a student to the school/home prior to the completion of the trip. No student shall be sent home unaccompanied by a trip supervisor. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

The following minimum adult-to-student ratios are required:

CATEGORY I	CATEGORY II	CATEGORY III
Elementary 1:10 Secondary 1:15	Elementary 1:10 Secondary 1:15	Elementary 1:8 Secondary 1:8
<i>Supervision ratios for walking trips in the neighbourhood may be at the discretion of the Principal. A plan must be in place to cover eventualities such as discipline problems, health concerns, and late arrivals.</i>	-unless activity involves higher inherent risks. Supervision ratios must be in accordance with the <u>SAFETY Guidelines</u> .	-unless activity involves higher inherent risks. Supervision ratios must be in accordance with the <u>SAFETY Guidelines</u> .

- 13-9**
- 5.2 Supervision on Out of Country Trips:** In addition to the ratio outlined under Category III an adequate number of male and female supervisors must be provided to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).

Alternative arrangements must be made with parent/guardian should it be necessary to return a student to the school/home prior to the completion of the trip. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

5.3 Qualifications of Trip Supervisors

It is required that at least one certified teacher, employed by The Hamilton-Wentworth District School Board, will be assigned to supervise each student trip. Non teacher volunteer coaches must be under the supervision of a certified teacher, Vice-Principal or Principal, employed by The Hamilton-Wentworth District School Board. The Superintendent of Education must approve any exception in conjunction with the Principal. Volunteer supervisors and/or non teacher volunteer coaches are to be approved by the school principal.

Some activities require supervisors to hold specific certification in order to supervise the activity. This is especially significant for higher inherent risk activities such as camping, swimming, canoeing, rock climbing. For complete certification requirements, refer to: Physical Education Ontario Safety Guidelines, Elementary Curricular Guidelines, and Interschool Athletic Guidelines & Physical Education Ontario Safety Guidelines, Secondary Curricular Guidelines, and Interschool Athletic Guidelines.

6.0 Parent Information and Consent

6.1 Information and Permission

Parents/Guardians are to be notified of all school trips/excursions. Once approval for the trip is received, the Teacher is to complete the Student Trip Information and Permission to Parent/Guardian form and if required, Student Trip Informed Consent form and forward to the parent/guardian of the student for information and consent.

If a student fails to return a permission form for a Category I Trip, permission by telephone from the parent/guardian may be granted. The name of the contact, date and time of the permission shall be recorded on a Student Trip Information/Permission to Parent/Guardian and signed by an adult witness (eg. secretary) to the phone permission.

6.2 Emergency/Health Information

Parents/Guardians must complete and sign the School and Student Trip Emergency/Health Information form and return it to the school. This information is collected under the Freedom of Information and Protection of Privacy Act.

6.3 Informed Consent Information

For all Category II and III Trips a Student Trip Informed Consent Letter must be forwarded to the parent/guardian for completion and returned to the school. Inherent risks and precautions associated with specific activities are to be clearly stated to the parent/guardian.

6.4 Foreign Exchange Students

Consent must be covered by the documentation provided for the student under the exchange program permitting attendance in the school program. See 2.3 and 9. 6

7.0 Transportation

7.1 Busing

Bus carriers must be selected from the list of pre-approved carriers for the Hamilton-Wentworth District School Board, in accordance with the Board Transportation Policy. An approved list is supplied to Principals each school year. Approval from Accommodation and Planning is required before using any other carrier(s).

7.2 Tour Companies

Tour companies who arrange their own carriers must comply with The Hamilton-Wentworth District School Board insurance requirements for pre-approved carriers. Tour Companies must contact Accommodation and Planning Department for the most recent insurance requirements.

7.3 Volunteer Drivers using Private Vehicles or another Licensed Automobile

Volunteer drivers are any persons authorized by the Principal, who have agreed to transport students while driving their own or another licensed automobile that meets the requirements of the Board outlined on the Student Trip Volunteer Driver Form. Volunteer drivers must hold a minimum of a valid Ontario Class G2 or G License. The driver/owner must complete the Student Trip Volunteer Driver Form and submit it to the teacher for Principal approval.

7.4 Volunteer Drivers (Educational Staff) using Rental Vehicles

Vehicles being rented by educational staff for Board-sponsored trips must be rented in the Board's name. The full insurance coverage offered by the rental company is to be purchased (Public Liability, Collision and Comprehension). The driver must provide proof of a license required to operate the specific vehicle rented.

7.5 Student Volunteer Drivers using Private Vehicles

If the volunteer driver is a registered student in the school, is 18 years of age, holds a valid Ontario Class G2 License, and the Board required insurance amount, the driver must complete the Student Trip Volunteer Drivers Form and submit it to the teacher for Principal approval.

7.6 Student Driver using Private Vehicle to Drive Self

Student drivers using a private vehicle to drive themselves must hold a valid Ontario Class G2 License. Student Drivers using private vehicles to drive themselves must be identified on the Student Identification for Transportation by Private Vehicle Form and on the Information to Parent/Guardian and permission for Student Trip form.

7.7 Student Identification for Transport

Approved Carrier : Complete Student Identification for Transportation by Approved Carrier. The list must remain with the supervisor in charge of each student group and in the possession of the teacher in charge of the trip. A duplicate list is to be kept in the school office in the event that parent notification becomes necessary.

Private Vehicle : Complete Student Identification for Transportation by Private Vehicle. The list must remain with the driver of each vehicle and a master in the possession of the teacher in charge of the trip. A duplicate master list is to be kept in the school office in the event that parent notification becomes necessary.

At the conclusion of the trip the lists shall be collected and disposed of by school staff in accordance with confidential information.

7.8 Transportation of Trip Related Equipment and Supplies

The transportation of trip related equipment and supplies shall be done in accordance with the safety requirements of the approved carrier. The SAFETY Guideline or Student Trips Resource binder should be referenced when planning to transport equipment.

8.0 Requirements of Program Service Providers

When purchasing services for specific programs from facilities, inquire and determine that the facility carries general liability insurance.

Program Service providers must have certified instructors for higher risk activities that include (swimming, canoeing, skiing rock climbing, etc.) Refer to the SAFETY Guidelines for specific requirements for instructors.

9.0 Risk Management:

9.1 Intent: Managing risk may assist in minimizing injuries ensuring a safe learning environment and reducing the liability exposure of the Board. Planning for student trips must include an emergency action plan, access to a first aid kit, and cancellation insurance if applicable.

9.2 The Hamilton-Wentworth District School Board: The Board, its employees and approved volunteers who have been assigned duties by the principal are insured for liability in the event of a lawsuit alleging negligence while performing such duties for the Board.

9.3 Inherent Risk: Accidents can occur and cause injury at any time. However, some educational activity programs such as water sports involve increased elements of risk. The chances of an accident occurring can be reduced by carefully following instructions at all times while engaged in this type of activity. When a trip involves an activity that could increase the potential of injury, parents/guardians and students need to be aware of and fully understand the risks involved in these activities. Part of the approval and permission process includes a Student Trip Informed Consent Letter to parents/guardians outlining these inherent risks and the right of the parent/guardian to refuse their child's participation prior to the parent granting permission.

9.4 Student Accident Insurance: The opportunity to purchase student accident insurance, at no cost to the Board, is made available to parents/guardians each September. The Hamilton-Wentworth District School Board does not provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of students participating in student trips.

9.5 Extended Medical Insurance: It is the parent/guardian's responsibility to ensure that their child is covered by insurance appropriate to the trip. Trips out of province or out country require out-of-province extended medical insurance coverage.

Note: OHIP no longer covers all medical costs incurred outside of Ontario. It is the parent/guardian and student's responsibility to provide comprehensive medical insurance coverage. Written proof of coverage is to be provided to the school principal at least one week prior to the trip in order to participate in trips outside of the province or country.

9.6 Foreign Exchange Student Medical coverage is not available through Provincial plans to foreign visitors. Exchange students must secure their own private medical plans and extent of coverage. The Board makes available the opportunity for any student in full-time attendance to purchase student accident insurance. See section 2.3 and 6.4

In the event of a lawsuit, if an injury occurred, the Board is insured for liability. The responsibility of the Board to the student remains the same whether or not the student has a medical plan.

13-12
10.0 Resources:

Student Trip Policy Resource Binder: Persons planning trips are advised to use the Student Trip Policy Resource Binder and the Student Trip Effectiveness Planner. Questions about the Policy should be referred to the School Principal or the appropriate Superintendent.

The following forms are included in the Resource Binder

- a.) Student Trip Effectiveness Planner
- b.) Student Trip Checklist
- c.) Student Trip Application Form for Permission
- d.) Student Trip Information/Permission to Parent/Guardian
- e.) School and Student Trip Emergency/Health Information
- f.) Student Trip Informed Consent
- g.) Student Trip Volunteer Drivers
- i.) Student Identification for Transportation by Approved Carrier
- h.) Student Identification for Transportation by Private Vehicle

Resources:

Relevant Legislation:

- **Education Act—Part VI BOARDS , Duties & Powers**
 - Section 170 (1)9, 14 - insurance
 - Section 171 Powers of Boards (1) 4 - voluntary assistants , 27 - athletics, 28 - activities, 36 - student activities, 46 - insurance
 - Section 264 Duties of teacher
 - Section 265 Duties of principal
- **Regulation 298 OPERATION OF SCHOOLS - GENERAL**
 - Section 11 (1) (a) (b) (f) (n) Duties of Principals
 - Section 20 (a) (b) (d) (f) (g) Duties of Teachers
 - Section 23 Requirements For Pupils
- **Highway Traffic Act - Section 32 - licensing**

1999 09 02

#14

TO: Merv Matier, Director of Education
FROM: P. Gillie, Superintendent of Education
RE: Arrival Check Policy

Approved for distribution
by the Director

Signature: Merv Matier

Date: Aug 27/99

RECOMMENDATION:

1. Moved by _____, seconded by _____ that,
the Policy for Arrival Check be approved.

RATIONALE:

- A draft policy statement for a safe arrival along with operating procedures has been circulated in order to invite input before a final policy is approved. The input has been considered by the Committee and the draft policy has been revised as a result.
- The draft policy has been taken to the Joint Advisory Committee and received support.
- Executive Council has reviewed the policy and given input.
- Schools have asked for standard procedures for some practices and for universal forms and letters to use in communicating the policy. While the policy that each school develops should meet the local needs of the school community, samples have been included in the policy under the Resources Section.
- The Ministry of Education goal/suggestion is to have the policy implemented by the end of October.

ATTACHMENTS :

APPENDIX A Committee Members
APPENDIX B Arrival Check Policy

APPENDIX A

SAFE ARRIVALS POLICY COMMITTEE

NAME	ROLE
Pat Gillie	Superintendent
Sheila George	Secretary
Lillian Orban	Trustee
Jane Allison	Public Relations
Carol Phillips	Principal
Diane Aitken	Principal
Doug Johnson	Principal
Lucille Reed	Principal
Don Morrow	Principal
Chris Lebi	Principal
Carol Sciani	Principal
Bob Russ	Principal
Margy Willett	Principal
Sandy Nosal	School Council



ARRIVAL CHECK

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board for all elementary schools to develop and implement an arrival check program as part of the daily procedure of school attendance-taking.

Responsibility: Superintendents of Education.

PURPOSE:

Parents, guardians and caregivers have the prime responsibility for the safety of their children. Parents are required to inform the school of pupil absences or lateness and be accessible for arrival check contact. Arrival Check is a means by which parents and schools can account for any pupil's unexplained failure to arrive at school. By using a system of procedures along with the daily taking of attendance, schools can take reasonable efforts to contact parents, guardians, or caregivers.

OPERATING PROCEDURES:

1.0 DESIGN :

- 1.1 Arrival check programs are to be developed and implemented by schools with advice from school councils, home and school, parents, school personnel, and other community members.
- 1.2 The design of specific procedures should reflect local needs and the particular circumstances of the school and the community.
- 1.3 The roles and responsibilities of parents, guardians, caregivers, pupils, the school, school councils, and others should be clearly identified and documented, and broadly communicated to all those who have an interest in arrival check programs.
- 1.4 Arrival check programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency and economy.

2.0 IMPLEMENTATION:

- 2.1 The program should be delivered in a manner that complements other school and community safety programs and initiatives.

- 2.2 Information about the scope and features of the school's arrival check program, and about the roles and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and others in the community who have an interest in the matter.
- 2.3 Individuals involved in delivering the arrival check program should receive appropriate training and supervision.
- 2.4 There should be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences, including the length of absence, or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.
- 2.5 Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations. The Board Policy for Inclement Weather days must be mindful of the Arrival Check Policy when public information announcements are made. The Arrival Check Policy will be suspended during the use of the Inclement Weather Policy.
- 2.6 Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.
- 2.7 Programs should be clear about calling daily unless exact information has been provided about an absence. The home is responsible for keeping the school informed each day unless the length of absence has been communicated to the school. Programs should specify the contacts that will be reasonably made (e.g. home, work, one emergency contact designated for arrival check) and provide for collecting signed authorization from each parent/guardian for making these contacts. Where parents/guardians decline to provide signed authorization/necessary arrival check contact information, the school is advised to notify the parents/guardians in writing of the inability of the school to carry out arrival check steps for their children.
- 2.8 Programs should specify the steps that are to be taken when a follow-up contact cannot reasonably be made. For example a letter stating the unexplained absence and date, with the times and numbers contacted and a request to contact the Principal could be sent by registered mail to the home.
- 2.9 Police will be contacted when the school and the home can not reasonably account for the failure of a child to arrive at school. The safety and protection of the child must be considered. Where the school is not able to make contact with parents, guardians, caregivers or arrival check contacts and has reason to believe a child may be at risk, school personnel may contact the police.
- 2.10 A reliable system of documenting key information should be developed and maintained. Subject to the Municipal Freedom of Information and Protection of Privacy Act, Key information could include:
- a daily log of calls from parents or others who report absences, including the length of absence, or lateness;
 - names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence
 - parental consent for school staff/others to make these contacts, in accordance with the requirements of the Municipal Freedom of Information and Protection of Privacy Act
 - a log of actions taken by school staff in accordance with the provisions of the arrival check program.

3.0 REVIEW

- 3.1 School Programs should be reviewed annually or when circumstances change which would effect the program to confirm their effectiveness and to update student information. The School Council should be invited to review the program.

4.0 RESPONSIBILITIES

Each school program by design will reflect local needs and school conditions. The following outline of responsibilities only address three key participants in the program. Each school will need to outline the role and responsibilities of those who will carry out the program.

- 4.1 Parents, guardians, caregivers are responsible for their children's safety. Parents, guardians, and caregivers are responsible for communicating planned pupil absences, length of absence, if known, or lateness, to the school on a timely basis. Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary arrival check follow-up contacts.

Where access to a telephone is not available, parents, guardians, caregivers need to provide for an alternative means for the school to make contact.

- 4.2 Principals are responsible to ensure that the attendance of pupils for every school day is recorded. Principals are responsible for developing, implementing and communicating an arrival check program.

- 4.3 Teachers are responsible, under the direction of the Principal, to carry out supervisory duties assigned by the Principal for recording pupil attendance and reporting it to the school office.

- 4.4 Others: Other school personnel/volunteers are responsible, under the direction of the Principal, for carrying out the policy, including making follow up calls for any unexplained pupil absence, in accordance with the school policy and the signed information provided by the parents. School Personnel/volunteers are to report to the Principal any contacts that cannot be made.

Principals may use volunteers to assist with the program. The requirements of implementation outlined in section 2 of the policy must still be followed. The requirements of the Municipal Freedom of Information and Protection of Privacy Act must be followed.

5.0 ATTENDANCE :

- 5.1 Every child of compulsory school age shall attend school on every school day unless excused from attendance or as otherwise scheduled.
- 5.2 The parent or guardian of a child who is required to attend school shall cause the child to attend.
- 5.3 A pupil shall attend classes punctually and regularly.
- 5.4 When a pupil returns to school after an absence, a parent of the pupil shall give the reason for the absence orally or in writing, as the principal requires.
- 5.5 Attendance will be taken and recorded each day by the teacher, at the beginning of classes in the morning and in the afternoon.
- 5.6 The names of students who are absent shall be reported to the office each day at the beginning of classes in the morning and in the afternoon. Reasons for absence, where known shall be reported.
- 5.7 Unexplained absences of students shall be followed up in accordance with the School Arrival Check program.

6.0 COLLECTION OF PERSONAL INFORMATION AND THE MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

- 6.1 The Education Act permits Boards and specifically Principals to collect information for inclusion in a record in respect of each pupil enrolled in the school (section 265 (d)). The Guideline for the OSR – Ontario Student Record, governs the use of pupil records.
- 6.2 The Arrivals Check Policy requires that personal information collected and used in the implementation of this policy be in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- 6.3 The Municipal Freedom of Information and Protection of Privacy Act (Section 31) permits an institution to use personal information if consent has been given by the parent/guardian to use it and only for the purpose for which it has been obtained.
- 6.4 When collecting personal information about a pupil, the form shall include a statement about the legal authority to collect the information, the intended purpose(s) of the information and the title of Board Staff who can be contacted regarding questions about the collection of information.
- 6.5 The use of information for the implementation of the Arrival Check Policy needs to be communicated to parents/guardians, when requesting the information. The information can not be used for other purposes unless such has been stated.
- 6.6 Where volunteers will be assisting the school in the Arrival Check Policy, parents must be informed of this fact and give consent for volunteers to use the information collected for the Arrival Check Policy. Volunteers must carry out any work under the direction of a Board staff member.
- 6.7 Parents/guardians need to provide authorization by signature for the use of the information.

7.0 RESOURCES

- 7.1 Sample letters
- 7.2 Sample data collection form
- 7.3 Sample tracking sheet or log

Relevant Legislation:

- Policy/Program Memorandum No. 123 issued February 2, 1999
- Education Act
 Section 21 (1) Compulsory Attendance
 Section 21 (2) where attendance excused
 Section 21 (5) duty of parent to cause child to attend school
 Section 23 (1) d duty of pupil to attend classes
 Section 265 (c) (d) duties of principal to register pupils, record attendance, collect information
- Regulation 298 Section 20 duties of teachers (b) carry out the supervisory duties assigned by the Principal
- Municipal Freedom of Information and Protection of Privacy Act
 Section 31 Use of Personal Information

14-5

RESOURCES – 7.1, 7.2

SAMPLE LETTER and FORM TO EXPLAIN THE POLICY AND COLLECT THE REQUIRED INFORMATION

(Note this is an introductory letter and attaches a copy of the school program along with a data collection form; the content could also be included in a newsletter)

School Letterhead or (Newsletter Masthead)

Dear Parents / Guardians:

ARRIVAL CHECK PROGRAM

The Ministry of Education requires all school boards to have a Safe Arrival Policy for their elementary schools. It is the policy of the Hamilton – Wentworth District School Board, for all elementary schools to develop and implement an arrival check program as part of the daily procedure of school attendance taking. Parents, guardians and caregivers have the prime responsibility for the safety of their children. In order to enable the school to account for any pupil's absence, parents/guardians are required to inform the school of pupil absences or lateness and be accessible for arrival check contact. Parents/guardians are responsible for providing the school with complete and current emergency/safe arrival contact information.

The Arrival Check Program for our school is provided with this (news) letter. It was developed in the Spring with input from staff, parents and School Council. It meets the Board Policy and the requirements of the Ministry of Education. It explains how our program will be carried out. [*if volunteers used – Parents are also informed that parent volunteers will assist us in checking absence information and making phone calls.*] Please keep this in a safe place for your own reference throughout the school year.

In order to carry out the arrival check program, it is important for parents to inform the school each time that their child is going to be absent or late. In the event that your child does not arrive at school and the school has not been notified about an absence or late arrival, school staff will contact you as soon as possible.

Absences can be called in at any time. We have an answering machine (service) and messages are checked at the beginning of each day. The number is _____.

If you have questions please feel free to ask your child's teacher or call the school office.

Thank you in advance for your co-operation with us in this important daily activity to make sure that your child arrives at school.

Please complete the information on the Arrival Check Program Form attached and return it to school by _____.

Sincerely,

(Name)
Principal

ARRIVAL CHECK PROGRAM INFORMATION FORM (Sample)

Family Surname : _____

Address: _____

Postal Code: _____

Please complete the information below as applicable.

Children in the school:

Child's Name	Grade	Teacher	Medical Information (allergies, medication etc. use back if needed)

Emergency / Arrival Check Contact Information:

In the event of your child's unexplained failure to arrive at school parents will be contacted at home and/or at work.

Mother's Name:		Father's Name:	
Home Phone Number:		Home Phone Number:	
Work Phone Number:		Work Phone Number:	
Name of place of work:		Name of place of work:	

If no contact can be made with the parent(s), alternate contacts will be made as provided by you below.

Be sure these contacts know this information has been provided to the school.

Alternate Contacts:	Name	Relationship to family	Phone Number
First alternate contact:			
Second alternate:			
Third alternate:			

Legal Authority to Collect Personal Information

The information on this form is collected under the Education Act and in compliance with the Municipal Freedom of Information and Protection of Privacy Act. The information will be used in an emergency and in the event of a pupil's unexplained failure to arrive at school. Information on this form will become part of the Ontario Student Record. Please contact the School Principal with any questions about the collection of this information.

Signature : _____ Date: _____

SAMPLE LETTER WHERE CONTACT WAS NOT POSSIBLE
(*Note – it may be necessary to send by priority post or registered mail*)

SCHOOL LETTERHEAD

Arrival Check – A Shared Responsibility

Date _____

Student Name _____ Class/Room _____

Dear _____

It is the policy of the Hamilton – Wentworth District School Board, that all elementary schools implement an Arrival Check Program, as part of the daily procedure of school attendance taking.

Your child was absent from school on _____. We have no record of an adult, from your home, initiating contact with the school, to explain this absence.

We tried to contact you, using the phone numbers that you provided (copy attached), but we were unsuccessful. Please contact the school secretary at _____ to provide updated numbers.

In the future, prior to a known absence, I ask that you contact the school any time before 9:00 A.M. We have an answering machine (service) for your convenience.

Please sign and return this letter. It is the only way we can confirm that you have received this important message.

Thank You,

Name
Principal

Signature _____ Date _____

cc. OSR

SAMPLE EMERGENCY DATA COLLECTION FORM

Note: Schools may want to combine the information they collect at the beginning of the year. The following is a basic sample. It probably does not combine all that could be collected. Each school community is different and one sample cannot cover every possibility.

1. FAMILY NAME _____ WALKER [] BUS RIDER []
(Please print - one per family)

FULL ADDRESS _____

MOM'S "FULL" NAME _____

DAD'S "FULL" NAME _____

2. CHILDREN IN THE SCHOOL:

_____	GRADE _____	_____	GRADE _____
_____	GRADE _____	_____	GRADE _____

3. Your children should know what they are to do if they are ever dismissed early because of inclement weather or other emergency. **PLEASE MAKE SURE YOUR CHILDREN KNOW THESE INSTRUCTIONS.** So we know, please outline below the instructions that they have been given.

4. In the event of your child's unexplained failure to arrive at school, parents will be contacted at home and/or at work. If no contact can be made with the parent(s) standby contacts will be made as provided for emergencies by you below. Be sure these contacts know this information has been provided to the school.

EMERGENCY / ARRIVAL CHECK CONTACT

Please indicate the ORDER (Use # 1-4) in which we should contact someone in case of an emergency.

ORDER:	[]	[]	[]	[]
LOCATION:	HOME	MOTHER'S WORK	FATHER'S WORK	** STANDBYS

PHONE # : _____ 1. _____

Name of standby person 1.	Relation to family	Name of standby person 2.	Relation to family
_____	_____	_____	_____

2. _____

"After School" Babysitter's Name (if applicable) _____ Phone # _____

5. HEALTH INFORMATION : Please fill in children's names & ✓ if there is a concern.

Children's Names					Comments
Allergies					
Vision					
Hearing					
Other					

Legal Authority to Collect Personal Information

The information on this form is collected under the Education Act and in compliance with the Municipal Freedom of Information and Protection of Privacy Act. The information will be used in an emergency or in the event of a pupil's unexplained failure to arrive at school. Information on this form will become part of the Ontario Student Record. Please contact the School Principal with any questions about the collection of this information.

Signature : _____ Date: _____
PLEASE ADVISE THE SCHOOL IMMEDIATELY OF ANY CHANGES IN THE ABOVE INFORMATION

(please send to office by 9:10 a.m. / 1:15 p.m.)

Date: _____

[illegible]

NOTES:

15

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution
by the Director.

Signature: _____

M. Matier

Date: _____

Aug 27/99

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: September 1, 1999

Re: Staffing Report – Full-Time Equivalent Positions

Recommended Action:

Moved by: _____

That the August, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of August, 1999.

WALS

15-1

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS**

	1998 ACTUALS												1998/99 BUDGET	
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG		
Teachers - Elementary	2,051.30	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,066.00	2,066.00	2,066.00	2,066.00	2,066.00	2,066.00	2,045.40	
Teachers - Secondary	1,201.84	1,201.84	1,201.84	1,201.84	1,201.84	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,057.69	
Teacher Assistants	351.50	363.50	363.50	363.50	376.00	377.00	377.00	384.00	384.00	384.00	384.00	384.00	345.00	
Professionals & Paraprofessionals	159.00	159.00	159.00	159.00	161.00	161.00	162.00	162.00	163.00	163.00	163.00	163.00	161.00	
School Administration	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.03	
Consultants & Special Assign. Tchrs.	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	
Board Administration & Governance	158.58	158.58	158.58	158.58	148.58	149.87	149.87	149.87	149.87	149.87	149.87	149.87	148.76	
School Operations	472.48	472.48	473.48	473.00	466.00	466.00	466.00	466.00	466.00	466.00	466.00	466.00	464.07	
Continuing Education	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	
Staff on Loan (recoverable)	15.00	15.00	16.00	16.00	16.00	13.67	15.67	14.67	14.67	14.67	14.67	14.67	13.00	
Total Full Time Equiv. Positions	4,859.25	4,884.95	4,886.95	4,886.47	4,883.97	4,883.27	4,887.27	4,893.27	4,894.27	4,894.27	4,894.27	4,894.27	4,683.72	

Prepared by Human Resources - September 1, 1999

D I S T R I B U T I O N

EDUCATION COMMITTEE
1999 09 01

#17
Instructional Services Staff
for
September 1999

SUPERVISORY OFFICER	POSITION	NAME
	Elementary	
K. Bain	Early Childhood Consultant	Lynn Howarth-McCue
K. Bell	Ontario Curriculum Consultant, ESL/NSL/Antiracism	TBD
M. Botting	Special Education Consultant	Nancy Harper
M. Botting	Special Education Consultant	Rita Knapp
M. Botting	Special Education Consultant	Joyce Schumacher
M. Botting	Special Education Consultant	Steve Staios
M. Botting	Special Education Consultant	Marg Campbell
M. Botting	Special Education Consultant	Lynda Anderton
M. Botting	Special Education Consultant	Jane Hashimoto-Banks
M. Botting	Special Assignment Teacher	Dawn Mutton
M. Botting	Section 19 Consultant	Sandra Law
K. Croxall	Ontario Curriculum Consultant, Language/Mathematics/Science	Janet Van Duzen
K. Croxall	Ontario Curriculum Consultant, Arts/Social Skills	Carol MacKenzie
K. Croxall	Ontario Curriculum Consultant, Science/SS	Mary Jean Tyczynski
K. Croxall	Ontario Curriculum Consultant, Math/SCI	Joanne Languay
K. Croxall	Ontario Curriculum Consultant, Language/SS	Laura Romano
K. Croxall	Ontario Curriculum Consultant, FSL/FI	Claudette Sims
K. Croxall	Ontario Curriculum Consultant, Language/Math	Ken Sanford
K. Croxall	Special Assignment, PE/Health	Debbie Sprentz
K. Croxall	Special Assignment, Science	Joyce Whittle
K. Croxall	Special Assignment, Math	Scott Sincerbox
P. Gillie	Environmental, Outdoor Education Consultant	Joan Kott
W. Joudrie	Information Technology Consultant	Marilyn Legault
W. Joudrie	Information Technology Consultant	Rob Stringer
W. Joudrie	Information Technology Consultant	Dan Walker
	Secondary	
B. Bond	Secondary School Reform Consultant	Kathie Hibbins
M. Botting	Special Education Consultant	Bob Waterhouse
M. Botting	Special Education Consultant	Jeremy Abrahams
M. Botting	Special Education Consultant	Cheryl Poot
K. Waters	Experiential Learning Liaison	Dan Palango

ADDITIONAL
INFORMATION FOR
THIS EVENING'S
MEETING OF THE
EDUCATION COMMITTEE

QUEEN MUNICIPAL

SEP 20 1999

Open Agenda

GOVERNMENT DOCUMENTS

ACTION ITEMS

5. *Bridges of Steel Presentation – Pages 5-8 to 5-9*

Please add this information to your agenda package.

EDUCATION COMMITTEE
1999 09 01

School to Work Transition Program

Hamilton-Wentworth District School Board

"Bridges to Business"

Program Update - September 1, 1999

Presentations - the "Bridges of Steel" project overview has been presented to the following groups:

Principals - April 21st
 Student Services Heads - April 27th
 Technical Studies Heads - May 19th

In addition to the above presentations, an update presentation was given to Guidance Counsellors at the Secondary School Reform inservice on June 10th. Information has also been delivered to Teacher Advisor Group representatives at each secondary school.

Grade 9 Component - the Implementation Committee met May 13th to begin planning the Teacher Advisor Group implementation for November 1999. A set of implementation challenges was drawn up and these challenges have been, or are in the process of being, addressed. All secondary schools have been contacted and a list (as of June 16th) has been compiled outlining the format of Teacher Advisor Groups at each school. The Grade 9 Committee met again on June 22nd to continue planning for the November implementation.

Curriculum writing for the "Bridges" portion of TAG has been completed with partners from the School/College/Work initiative. Final drafts will be available the first week of September with delivery to schools by the end of September. Each school's Teacher Advisor Group committee will decide how to use the curriculum materials in their school.

Grade 10 Component - the Implementation Committee met May 20th. Major issues under discussion were criteria for the computer mini-labs and for the career education inservice lab. Sets of criteria were prepared and drafts were sent out for approval by the committee members. All secondary Principals received the criteria on June 9th. The criteria were also presented to Guidance staff on June 10th as it is expected that Guidance Counsellors will assist Principals in the application process. The deadline for applications is October 14, 1999. The Grade 10 Committee is scheduled to meet again on October 18th and at that time we will review the various applications for mini-labs and the career centre.

Research into career education software is ongoing. *School Finder/Scholarship Finder* has been ordered for all secondary schools. The Ministry of Education and Training has purchased one-year site licences for *Career Explorer* for all secondary schools. We have

negotiated a price for *Career Explorer* for years 2 and 3. Additional software purchases will be considered by the Grade 10 Committee following a review in the fall.

Wayne Joudrie and Howie Gardiner have been working on a solution to the slow speed of internet access. We plan to hire the "Bridges" computer technician in the fall to coincide with the implementation of the enhanced wide area network.

Grade 11 Component - the implementation committee met May 26th. The major issue for this committee at present is to choose the 6 schools which will offer the one week technical course at Mohawk College as part of an existing Grade 11 technical course. This committee will meet again October 7th and at that time criteria will be drawn up for the selection of the 6 schools. Curriculum writing for the Mohawk module will begin in February 2000.

Grade 12 Component - this committee is scheduled to have its first meeting on September 23rd.

Priorities for the Fall

1. Selection of Career Education Inservice lab.
2. Technician Hiring
3. Computer acquisition and installation
4. Selection of 6 schools for Grade 11 program
5. Grade 9 implementation - Career Week - November

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CAS ON HW 26

A 33 E

1999

EDUCATION COMMITTEE

Thursday, October 7, 1999

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of the Minutes of September 1, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

J. Bishop

DELEGATION:

5. Dr. Kathy Walker – Hearing Impaired Program

ACTION ITEMS:

6. Report of the SALEP Committee
7. Proposed School Year Calendar for 2000-2001 – Preliminary Report
8. Social Work Survey
9. Social Work Services – Year End Report
10. Request for Report – Music Program
11. Staffing Report – Full Time Equivalent

M. Botting
P. Gillie
M. Botting
M. Botting
J. Bishop
D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

12. Public Questions for Clarification

Future Meetings

Board	October 14, 1999	8:00 p.m.
Business Committee	October 21, 1999	7:00 p.m.
Special Education Advisory Committee	October 27, 1999	7:15 p.m.
Board	October 28, 1999	8:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
SEPTEMBER 1, 1999

Those present: Judith Bishop (Chair), Janice Dewar, Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Also present: Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City West) and K. Waters (Superintendent of Education – Secondary West).

Also in attendance:

D. Russon, Manager of Human Resources.

The Chair called the meeting to order at 7:06 p.m.

2. Approval of the Minutes of June 2 and June 24, 1999

It was moved by J. Rogers: That the minutes of June 2 and June 24, 1999 be approved as distributed.

CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of the Agenda

The following item was added:

- 15(a). Location of the Hearing-Impaired Class – H. Bullock

It was moved by B. Wallace: That the agenda be approved as amended.

CARRIED.

ACTION ITEMS:

5. Bridges of Steel Presentation

K. Waters provided an overview, drawing attention to the additional information relating to program update as of September 1, 1999. He then called on Dan Palango, Consultant - Experiential Learning, and Brenda Blancher, Special Assignment Teacher for Bridges of Steel Program, who spoke on the details of the program.

In reviewing the key components and in-service for the grades (Grades 9 to 12) involved with Bridges of Steel, D. Palango highlighted the importance of developing partnerships with local industries, noting that the Ministry's funding of \$175,000 will be spread over a period of three years. He acknowledged the valuable support from staff of the Human Resources Development Canada, particularly in dealing with stakeholders to this project in accordance with Ministry guidelines.

B. Blancher detailed the Program Update – September 1, 1999 information sheet, indicating the final drafts of the curriculum materials will be distributed to the schools by the end of September.

In response to a question, B. Blancher clarified that the Grade 9 component of this project incorporates the programming offered by the Hamilton and Halton Industry Education Councils, noting the intent to target those technical/trade courses not offered by our board.

Affirming that all students will have the opportunity to access this program, K. Waters stated that the only requirement is that the student resides within the region.

Expressing his appreciation for the presentation and the efforts put forth into this worthwhile project.

It was moved by B. Wallace: That the report on the Bridges of Steel be received for information.

CARRIED.

On behalf of the Committee, the Chair thanked the presenters and expressed hope that the transportation issue for this program will be considered closely.

6. Trevlac Implementation Team

W. Joudrie reviewed the report and then distributed an information sheet on “Trevlac Implementation Team – Costing Summary (see attached). He highlighted the following:

- ⇒ The merits of the \$120,000 consulting fee given the quality of work of Notlas Consulting;
- ⇒ The Technician positions will come from staff in Training and Support and Technical Support areas;
- ⇒ One school secretary will be seconded for this project;
- ⇒ The .5 Administrator – secondment, school support will be a “combination” of Wilma Dowling, Vice-Principal - currently Administrative Support – Assessment, Evaluation and Reporting, and Mike Rehill, Vice-Principal of Sir John A. Macdonald School. W. Dowling will provide .3 FTE and M. Rehill .2 FTE.

It was moved by E. Johnstone: That the Trevlac Implementation Team be approved as outlined.

Responding to questions and concerns, W. Joudrie offered the following explanations:

- ⇒ Relative to staff assignments for this project, there was no intent to neglect the other special projects. As Trevlac is a special project, the staff involved are Special Projects personnel who will be doing what they were hired to do.
- ⇒ Trevlac is a key project as the Student Information System (SIS) “drives” the Ministry funding which impacts significantly on the board’s finances.
- ⇒ It was deemed that acquiring the services of Notlas Consulting would provide the necessary resources which are no longer available in-house.

To the motion, **CARRIED.**

7. Pre-employment Screening Policy

In presenting the report, N. Campbell drew attention to Page 7-2, Section 4.4.1 (first line) under Police Records Check: 6.3 should read "4.4.3". She then introduced Marian Avery - Human Resources Officer, who assisted in responding to the members' questions.

In reply to a query, M. Avery explained the Police Records Check process, noting the processing time to be within 5 business days.

It was moved by E. Johnstone: That the draft Pre-employment Screening Policy be referred to the Joint Advisory Committee.

CARRIED.

8. Staff Development Policy

N. Campbell reviewed the report and then introduced Judith Bell, Assistant – Staff Development.

It was moved by B. Wallace: That the draft Staff Development Policy be referred to the Joint Advisory Committee.

N. Campbell noted for one trustee the intent to impart some of the planning responsibilities to appropriate areas, e.g. schools.

To the motion, **CARRIED.**

9. Secondary School Reform Implementation Plan – 1999-2000

E. Bond stated that this implementation plan will be a work in progress. She noted further that it was indicated recently to the review team of the Education Improvement Committee that our board had gone basically with a school-based plan for the secondary school reform. Referring to her discussions with Elad Gafni, former student trustee, E. Bond was pleased to advise that there will be opportunities for feedback from the students regarding the progress of this project. K. Hibbins, Secondary School Reform Consultant, was then introduced and she assisted in responding to the members' questions.

It was moved by J. Dewar: That the Secondary School Reform Implementation Plan: 1999-2000 be received for information.

Expressing appreciation for the informative report, the Chair was hopeful that considerable focus will be given to the expected outcomes in terms of this transition at the secondary level. She noted, however, the lack of representation from Psychological Services to the implementation committee.

E. Bond clarified that awareness of the implementation plan has been facilitated through meetings/interaction with the volunteers involved with this program.

To the motion, **CARRIED.**

10. Hamilton-Wentworth Interscholastic Council Constitution

Recalling this item was deferred from the June meeting of this Committee, K. Waters reviewed the salient details of the report. He then introduced Chris Newman, Athletic Convenor.

It was moved by B. Wallace: That The Hamilton-Wentworth District School Board approve the constitution for the Hamilton-Wentworth Interscholastic Council.

Responding to a request, C. Newman explained the process of appealing directly to the Ontario Federation of School Athletic Associations (OFSAA), noting that the initial stage is facilitated through the school Physical Education Head and that it should be ensured that the school principal is appropriately informed.

In terms of the special needs students, C. Newman indicated that the challenging issues could focus on the fairly extensive process, small window for the student's eligibility and that a decision may be reached based on compassionate grounds (e.g. personal circumstances, injuries, etc.). He stated further that these students have the opportunity for direct access to a province-wide hearing.

In reaction to questions, C. Newman offered the following information:

- ⇒ Several areas of the by-laws, e.g. student transfers, have been reviewed and amendments were incorporated as appropriate.
- ⇒ Close consideration/screening has been given in the area of commercial sponsorship for interscholastic athletic activities.
- ⇒ The five-year eligibility is a province-wide issue and decision is based on several factors, e.g. differences in situations by geographical areas and individual student circumstances. There has not been specific information regarding the possibility for a six-year eligibility.

At this point, K. Waters drew attention to the package of information, relating to Fall Athletic Schedules, which was placed in the trustees' lockers tonight. He encouraged the members to attend the many secondary school athletic events this fall.

To the motion, **CARRIED**.

11. Environmental Outdoor Education Follow-up to LEIC Sub-Committee Workgroups

To permit her to participate in the debate, the Chair requested B. Wallace to assume the chair.

It was moved by E. Johnstone: That the Report from the Enlarged Environment/Outdoor Education workgroup be approved.

P. Gillie provided an overview of the report and acknowledged the work of the workgroups in this area. She noted the approval of the recommendation dealing with the Environment Policy at the last meeting of this Committee, the referral motion relating to the remaining recommendation and subsequent motion at the Budget Committee to present this report to this Committee to provide staff an opportunity to present the report.

Joan Kott, Consultant - Environmental and Outdoor Education, reviewed the key details of the report, particularly the survey process for the gathering of input from the school system.

It was clarified that Page 11-1 was the original report presented last May. The members agreed to deal with the recommendation on Page 11 and Recommendation #1 on Page 11-1. (Recommendation #2, Page 11-1 was approved at the May meeting.)

The members permitted the withdrawal of the motion.

In reply to a query, J. Kott explained that the schools have a variety of ways for funding the transportation costs associated with their outdoor education activities. In terms of the proposed \$2 per student increase as school contribution towards transportation costs, it was determined

that such increase is no longer required based on the review of this year's budget. [The school contribution will remain at \$1 per student.]

J. Bishop resurfaced her concerns regarding the financial implications of the proposed four-year implementation plan for this program, noting her focus was on ensuring fiscal responsibility rather than curriculum. She doubted seriously the board's capability to continue the delivery of this program in the future. J. Bishop then highlighted her specific concerns as follows:

- ⇒ The number of staff and corresponding remuneration required for this program and how this relates to student achievement;
- ⇒ Our board is looking at continuing this model but has not come up with a clear definition of Outdoor Education;
- ⇒ Curriculum outcomes may need to be done outdoors but not necessarily through the use of outdoor centres which are not Board property;
- ⇒ What impact are we wanting to achieve from outdoor education; we need to define the goals and roles of the outdoor centres and the Board's Environment Policy should be broader in this respect;
- ⇒ The increasing costs for this program when there are other programs that our system could hardly sustain and are affecting adversely the students.

Expressing support for Outdoor Education, one trustee emphasized the importance of this programming for the students and encouraged the members to support the recommendations outlined in the report.

It was moved by E. Johnstone: That the report from the Enlarged Environmental/Outdoor Education workgroup be received.
CARRIED.

It was moved by E. Johnstone: That the recommendations for the outdoor and environmental education sites, staff and funding in the Report from the Enlarged Environment//Outdoor Education workgroup be approved.
CARRIED.

J. Bishop resumed the chair.

12. Environment Policy

P. Gillie presented the report, thanking the members for their support in this area.

It was moved by B. Wallace: That the Environment Policy be approved.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board to support and promote practices and programs which are consistent with a healthy, safe and sustainable environment.

One member commented that it would be helpful in the future to highlight any changes made to Board policies by the Joint Advisory Committee.

P. Gillie then pointed out the changes to the Environment Policy.

To the motion, **CARRIED.**

13. Student Trips Policy

P. Gillie reviewed the report and acknowledged the efforts of the Student Trips and Excursions Policy Review Committee.

It was moved by J. Dewar:

(a) That the Student Trips Policy be approved effective January 2000.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board to support student trips which facilitates and extends student educational experiences, off school premises, within a safe environment.

(b) That a Student Trip Committee meet at least three times each year in order to review annual information changes, consider service provider advisories and to monitor the implementation of the policy.

In response to one member's concerns, P. Gillie agreed to do the following prior to the final printing of the policy:

- ⇒ Cross-reference Clause 1.1 [Operating Procedures] – re student trip approval with Clause 4.0 [Application and Approval Process].
- ⇒ Review the wording of clause 2.6 [Responsibilities] and cross-reference this section with clause 9.0 [Risk Management] to ensure that all safety concerns and aspects of a student trip are addressed.

To the motion, **CARRIED.**

14. Arrival Check Policy

In reviewing the report, P. Gillie drew attention to the change in the title of this policy [previously Safe Arrivals Policy], stating this was strongly suggested by the Ontario School Boards Insurance Exchange (OSBIE).

It was moved by J. Rogers: That the Policy for Arrival Check be approved.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board for all elementary schools to develop and implement an arrival check program as part of the daily procedure of school attendance-taking.

CARRIED.

15. Junior Kindergarten Expansion at Millgrove School

K. Bain apologized for the late distribution of the report and then proceeded to review the salient details. He emphasized that the key issues revolve around class size, registration, costs and early identification procedures. K. Bain was hopeful to obtain the trustees' direction at this time to enable staff to move ahead and work out the implementation details for Board approval.

Noting his wish to change slightly the wording of the recommended action of the report,

It was moved by B. Wallace: That administration add Junior Kindergarten students to the Senior Kindergarten classes at Millgrove School, if feasible.

Emphasizing that administration would like to view this as a pilot project, the Director commented that the officials were concerned with the issue of setting a precedent with the Millgrove School situation. He affirmed that trustees will be provided feedback on the result of the feasibility study.

In responding to questions, K. Bain offered the following clarifications:

- ⇒ The results of the feasibility study may assist in addressing the JK issues at Beverly Central School; however, enrolment should also be reviewed closely.
- ⇒ The proposed feasibility study is in response to a request from the community; it would not be appropriate for our board to give a straightforward "no" without considering the key issues/factors. In terms of the definition of "feasible" in this case, the board will attempt to dialogue with the parents to determine if the proposed blended timetable is acceptable and can be aligned with their own schedules.
- ⇒ The school principal will be responsible with ensuring teacher qualification for the proposed blended JK/SK programming at Millgrove School.
- ⇒ In terms of transportation, it is the intent to incorporate these students into the school's current transportation route; however, the distance to and from Millgrove School would be a key factor for consideration in this area.
- ⇒ With school enrolment closing on Friday, September 10th, the actual JK/SK enrolment information will be presented to the Board in October.

To the motion, **CARRIED.**

15(a). Location of the Hearing-Impaired Class – H. Bullock

H. Bullock surfaced a concern from a constituent and advocate for the VOICE – For Hearing-Impaired Children Association regarding the relocation of the hearing-impaired class from Pleasant Valley School to Queensdale School. She recalled that a previous report on the issue did not delineate clearly the potential implications of this move, particularly the significant environmental problems to learning.

M. Botting advised that, as a result of the amalgamation, it was concluded that Queensdale School would be the traditional and appropriate site for this programming. She added that there are still outstanding issues relating to this area for further consideration, particularly the development of criteria for the school system; these criteria will be based on a number of factors. M. Botting indicated that further information regarding this matter is forthcoming to the Board.

16. Staffing Report – Full-Time Equivalent Positions

It was moved by B. Wallace: That the August 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

In response to questions regarding the Teacher Assistants line, D. Grant offered the following information:

- ⇒ 345 FTE Teacher Assistant positions were allocated for the 1998-99 budget; however, during the course of the school year, administration came back to the Board for additional monies due to escalating needs across the system. The staffing figure for this position has built up since then.
- ⇒ The Teacher Assistant budget for 1999-2000 was based on the allocation model developed by the Educational Assistant Allocation Committee. With this allocation model, the intent is to work backwards in terms of the funding available to our board. Other key factors, e.g.

the outcome of the negotiations/bargaining agreement for this group will also impact in firming up the FTE statistics for Teacher Assistants.

To the motion, **CARRIED.**

CORRESPONDENCE:

Nil.

DISTRIBUTION:

17. List of Consultants and Special Assignment Teachers

The Chair drew attention and expressed her appreciation for the list on Page 17 regarding Instructional Services Staff for September 1999.

18. Public Questions for Clarification

Nil.

Adjournment

It was moved by E. Johnstone: That the meeting be adjourned, this being done at 9:11 p.m.

CARRIED.

rt

Att.

TREVLAC IMPLEMENTATION TEAM—COSTING SUMMARY

TEAM MEMBERS	COSTS	FUNDING
1 Superintendent— Communications & Supervision	Nil (part of portfolio)	
1 Notlas Consulting – Project Coordinator	\$120 000	
2 Technicians – Data Conversions	Nil (part of Special Projects Portfolio, Technical Services Section)	
2 Technicians – Staff Training	Nil (part of Training and Support Section)	
1 Technician – Technical Support	Nil (part of Special Projects Portfolio, Technical Services Section)	
1 Secretary – Secondment, School Support	\$30 000	\$30 000 Casual Clerical Budget
.5 Administrator – Secondment, School support	\$40 000	\$40 000 Casual Principal/VP Budget
		<u>Additional</u> \$45 000 – Temporary non replacement of Computer Services position \$45 000 – Surplus in Trevlac Software Budget \$30 000 – Operating Budgets 1998-99 Ex. Cabling Budget
TOTAL	\$190 000	\$190 000

DELEGATION

EDUCATION COMMITTEE
1999 10 07



Stonechurch #5 Family Health Centre

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Stonechurch Health Team
Mazza-Whelan/Walker Team

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September 26, 1999

Mr. M. Matier,
Director of Education
and Secretary,
Hamilton Wentworth District
School Board

Dear Mr. Matier:

Thank you for taking the time to discuss with me the issues related to the move of the Hearing Impaired Program at Pleasant Valley Public School to Queensdale Public School several weeks ago on August 31st, 1999. I appreciate your receptive approach to my concerns and ideas. I feel at this point the best way to proceed is to ask for delegate status at the upcoming Education Committee Meeting of the Board which I believe is to be held on October 7th. There is an urgency to resolve this matter as soon as possible, in the interest of the hearing impaired children in our community.

I reviewed the minutes of the meeting held by the Board on September 1st, 1999 and observed that there was no mention in the minutes of the issue raised by trustee, Mrs. Heather Bullock. As I reviewed with you during our telephone conversation on the 31st, the Board has had in its possession some strong clinical evidence, since June of 1999 that the move of the program to Queensdale is not in the best interest of the hearing impaired children in our community. Incidentally, this information was ultimately secured by the Board despite my suggestion to hire an education audiologist to evaluate the acoustics. The evidence produced was by a Hearing Instrument company, Phonic Ear, and indicates that there is a 4 to 5 decibel difference between the two proposed schools. This noise level difference does not also consider the effect of the reverberation index on sound transmission, which is no doubt poor at Queensdale Public School because of the large cubic volume of the classrooms, the lack of acoustic drop tile ceilings and no carpeting. All these factors negatively impact on sound transmission and, in fact, further augment the difference between the two environments. While I understand that the Board is in a position which demands that it be responsible in terms of resources and funding, and therefore needs to amalgamate programs, when given the choice between one environment and an environment that is superior, it is difficult for me to comprehend why the decision has been made in this direction.

5-1

There is a tremendous amount of support in the clinical literature which supports the fact that one of the most important factors in educating hearing impaired children is to consider the acoustics within which they learn. As an educator, you are well aware that 45% of time in primary grades is spent listening to the teacher. For deaf or hearing impaired children, each decibel difference in loss of sound transmission may result in a very significant lack of appreciation of speech, and ultimately communication. The clinical literature strongly demonstrates that the ultimate success of hearing impaired children depends upon not only early identification, intense amplification with hearing instruments, appropriate acoustical environments, and intensive exposure to speech and language. To alter the structural environment at Queensdale Public School to provide a comparable environment as Pleasant Valley does to hearing impaired children would require extensive structural changes, and would be horrendously costly. Having visited Queensdale Public School in May of 1999 I am not even convinced this would be technically possible.

My frustration with this issue arises from the fact that this evidence was available to the staff of the Board in May and June of 1999. I had extensive conversation with members of the staff of the Board indicating my concerns. I have also had several conversations with expert audiologists who have indicated to me that over the summer months that there was still measurable information which could have been obtained, even when classes were not in session. My hypothesis, however, is that even if more extensive measurable information is obtained, it will duplicate the measurable information we already have, and considering the negative impact of the reverberation index, which has not been factored in, will no doubt be much worse.

While I understand historically that the Hearing Impaired Program for Hamilton has been at Queensdale Public School, now that new evidence has arisen that one environment is clearly superior to another it behooves me to understand the mechanism by which the decision was made. I believe the responsible approach here would be to re-evaluate the decision and act upon it immediately. Each day that the decision is delayed the hearing impaired children in our community have greater odds to contend with which interfere with their ultimate success in developing functional speech and language. As I reviewed with you during our telephone conversation on the 31st, there are internationally respected standards for classroom environments which are set down by the American Audiological Association. It is difficult for any school to achieve these standards, however, Pleasant Valley Public School is much closer to the standard than Queensdale Public School.

I have reviewed with you that I have no personal interest in the decision which was made by the Board, rather, I believe I have valuable qualifications and experience which enable me to be objective and contribute to Board decisions. As you know, I am the parent of a profoundly hearing impaired child who has been successfully mainstreamed into the public school system in Hamilton-Wentworth, who has been de-rostered from the Hearing Impaired Program, and requires no itinerant support. He is unaffected by this decision, however, I feel I have a moral and professional obligation to all of the other hearing impaired children in our community to support their rights. In terms of my qualifications:


- 1) Most importantly, I am the parent of a profoundly hearing impaired 11-year-old son
- 2) I have a Bachelor of Science in Physiotherapy which provides me with valuable understanding and insight into disability, environmental adaption and rehabilitation

5-2

- 3) I am a physician with a particular interest and experience with hearing impairments
- 4) I am an Assistant Clinical Professor at McMaster University in the Department of Family Medicine in Post-graduate Education Program with a strong clinical background in evidence-based medicine, education and learning styles
- 5) I am a consultant for Voice for Hearing Impaired Children of Ontario and sit on the Board for the Hamilton-Wentworth District Preschool Speech and Language Committee

I would very much like the opportunity to present some of these issues, along with the objective evidence before the Education Committee in order for the Board to revisit its decision. My proposal would be essentially that the Hearing Impaired Program be immediately moved back to Pleasant Valley Public School, or another acoustical environment, in order for the hearing impaired children in our community to be successful.

Sincerely,



Kathleen J Walker, B.Sc.PT., MD., CCFP(C)

c c Mr R. Mulholland
Chair

KJW/wm
SW/Mtier1



Stonechurch Family Health Centre

5-3

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September 26, 1999

Mr. M. Matier,
Director of Education
and Secretary,
Hamilton-Wentworth District
School Board

Dear Mr. Matier:

I have submitted a letter to you regarding my concerns and some of the issues around the move of the Hearing Impaired Program from Pleasant Valley Public School to Queensdale in the enclosed document. I am also in receipt of guidelines from your office regarding the regulations for delegation presentation to the Committee. I understand that the protocol requires that I submit a brief outline as to the presentation for your approval.

Essentially, my concerns are outlined in my letter and I believe this would be an appropriate letter for the Committee to review. My presentation would include a review of:

- 1) My proposal and hypothesis regarding the move of the Program
- 2) A brief review of the importance of the understanding of an audiogram
- 3) A brief review of acoustic sound transmission.
- 4) Some supporting documents from the clinical literature which documents success in Hearing Impaired Programs.
- 5) The objective evidence obtained thus far
- 6) A brief examination of the international standards set down by the American Audiological Association and Health and Welfare Canada.
- 7) A brief review of my attempt to solve the problem thus far.
- 8) In conclusion, options for consideration for the Committee and Board

Trusting this is the information you require and that it is satisfactory

Sincerely,

Kathleen J. Walker, MD., FRCP(C)

encl
KJW/wm
SW/Matier?



Stonechurch Family Health Centre

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Dr. K. Walker
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FAX TRANSMISSION SHEET

To:

Marguerite Butting

Fax Number:

521-2531

From:

Dr. K. Walker

Date:

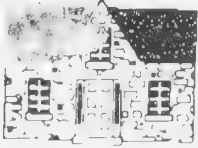
*July 8/99*Total # of Pages: *4*

COMMENTS:

*re: Hearing Impaired Program**#2217*

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Stonechurch Family Health Centre

5-5

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July 8, 1999

Ms Marguerite Botting
Superintendent of Special Services
Hamilton Wentworth School Board

Dear Ms Botting

Thank you for taking the time to discuss with me my concerns regarding the Hearing Impaired Program last week. It seems we are having some difficulty connecting, and shortly I am on holidays so I thought that I would reiterate some of my concerns for you in writing regarding the Hearing Impaired Program.

As you know, I raised my concerns to Mr. Eric Hipkiss and the respective schools. An assessment of the environments was done by a representative from Phonic Ear. I understand you are in possession of that report.

While I understand the board is in a difficult position and must offer one program in the district, I hope that you appreciate my concerns regarding the choice of locations. I realize there are many factors which go into a decision where a program will be located, however, for the Hearing Impaired Program no doubt the most important variable would be the acoustical environment, and the ability of the children who are in the program to hear their teacher. As you know at least 45% of time in primary grades is devoted to listening. I also appreciate that for many years the Hearing Impaired Program has been present at Queensdale Public School. No doubt a positive and supportive environment is offered at Queensdale, but I would also offer you the suggestion that this could be equally comparable at Pleasant Valley, where there is a well established program.

More specifically, my issues concerning the acoustical environments are summarized in the letter from the consultant at Phonic Ear. I draw your attention to the second paragraph, which clearly indicates that Pleasant Valley no doubt has the feeling of a much quieter environment. I think this is a very significant comment said for a very logical reason. First of all, clearly there is a difference in the noise level, and a decibel difference between classrooms. As you will see from the report there is at least a 4 to 5 DB difference per classroom. For any hearing impaired child this clearly is a very significant hearing difference. This can make the difference between hearing speech or not hearing sounds at all, particularly in the high frequencies.

5-6

Page 2

You will note from her data that the average measurements at Pleasant Valley were 53 to 54dB's versus 57 to 58 dB's at Queensdale per classroom, you will also note that at Pleasant Valley an unusual circumstance was present the day that the testing was done, in that noisy ventilation fans were working, which generated a noise level of 63 dB clearly not the norm. If these values are averaged into the overall rating, again this would skew the results so that the difference appears less, (ie. Pleasant Valley only 4-5 dB better), and if left out clearly Pleasant Valley would again have a even more favorable acoustical environment than it already is.

Another very important factor, which needs to be considered is the reverberation index or the reverberation time. You will note that Karen comments that "Pleasant Valley has the appearance of quieter environment." Clearly this is because the reverberation time is very different in both schools. You will note that from her documentation attached that reverberation time can be calculated from a very sophisticated formula, which depends on cubic room volume and coefficient factors of materials used. This can actually be measured but requires a sophisticated technology. If one examines the formula, it is quite clear that plugging Pleasant Valley's variables into this formula would produce an even more favorable reverberation result than those at Queensdale. The formula depends on cubicle volume of the room (clearly Queensdale has a larger cubic volume per room) and also a factor calculated depending on the materials used in the rooms. You will also note that Karen comments that "Pleasant Valley has a favorable environment that has drop acoustic tiles." There are also other favorable components which no doubt would effect the reverberation time, and thus Pleasant Valley is once again a superior environment.

In summary despite the fact that the decibel level is 4 to 5 difference per school, clearly when one factors in the effect of the reverberation time in terms of how sound and speech are perceived, no doubt the environment at Queensdale would produce a more muffled and poorer quality to speech perception. This is again well documented in the literature and is also referred to in the article supplied with the testing.

I hope you understand some of my concerns, and as a result of them will reevaluate the wisdom of the decision to transfer the program to the Queensdale area. Again, no doubt the school board is in a very difficult position which I appreciate with limited resources, however, I think the issue here is that the decision which needs to be made is one which is in the best interest of the consumers of the system, and that is the children. When presented with a choice in which one option is clearly better than the other I find it very difficult to accept an option, in which an environment is less favorable and will adversely affect hearing impaired children. As you know I explained I have no personal interest in this decision as this decision does not affect my child, who as you know is profoundly deaf. Rather I feel a important obligation as both a physician, an advocate, and as a member of the Hamilton Wentworth District Speech and Language Preschool Program to raise the issue to the board.

5-7

Page 3

Unfortunately, this summer will quickly pass and I feel that it is important that some communication be established in order to sort this problem out. I will be on holidays in the near future for several weeks, however, would welcome a call from you at any time and am certainly looking forward to your feedback regarding the decision. I am hopeful that a satisfactory solution can be reached so that the children are not adversely disadvantaged. I have spoken to several experts in the field and advocates who are quite interested in the outcome of our dialogue.

If I can be of any assistance in terms of discussing this I would be most pleased to offer my experience and expertise.

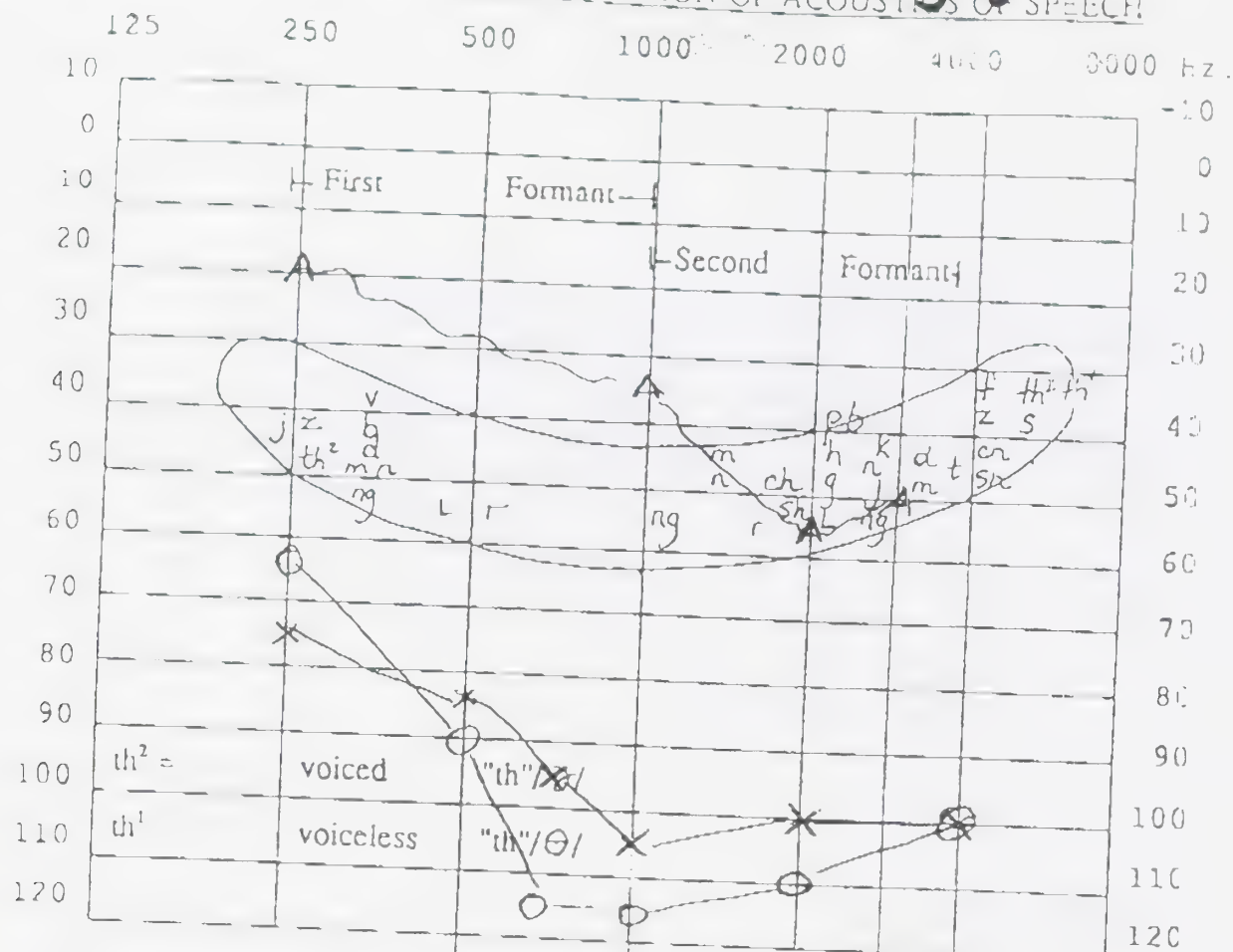
Sincerely,

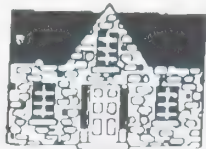


Kathleen J. Walker, MD
Assistant Clinical Professor
Department of Family Medicine
McMaster University
KJW/kf

cc: Mr. Ken Bain, Superintendant
Ms. Nancy Harper, Special Services
Ms. Kris Riis, Pleasant Valley Public School

INTERPRETATION OF ACOUSTICS OF SPEECH





Stonechurch Family Health Centre

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FAX TRANSMISSION SHEET

To: ERIC HIPKISS

Fax Number: 521-2538

From: DR. K. WALKER

Date: June 25/99

Total # of Pages: 9
(including cover)

COMMENTS:

Don Eric

FYI, as discussed - the report

Main issues (1) clearly a distinct difference between schools - of significance for day /
band of hearing children.

(2) No additive effect of remembering variables adversely affect noise levels and no doubt are much worse at 2 years old.

Thanks for your consideration! Have a nice summer.
If there are any problems receiving this transmission, please call (905) 574-1472 and speak with Jackie C.

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[Handwritten signature]

oticon

5-10

Phonic Ear

June 21, 1999

Ms. Kris Riis
Pleasant Valley
Trumbull Road
Dundas, Ontario
L9H 3W6

Dear Ms. Kris Riis,

As per our discussion I am writing this document to report on my measurements and minor observations when doing some noise level testing at Pleasant Valley and Queensdale Schools. I would like to reiterate, once again, that this is not my area of expertise.

My initial observations would definitely indicate that Pleasant Valley had the "feeling" of a much quieter environment. However, when noise levels were measured, there was only on average of 4db difference between the classes and school. Since the hearing impaired children will not be confined to one room but instead, integrated to a number of rooms, so too were the tests.

In Queensdale the following rooms were observed / measured: room 8, 10 & 11. In Pleasant Valley: Mrs. Foot and Mrs. Riis room on the main floor, Mrs. Baswell downstairs and room 5 upstairs.

All measurements done within the schools were done with the A weighted scale.

Measurements at Pleasant Valley while occupied were in the 52 - 54db range in all classes throughout a variety of locations in the classroom.

Measurements at Queensdale while occupied were in the 57 - 58db range. Room 8 was not occupied when I was there and unoccupied values were not recorded, as they were very low at both schools.

COMMENTS: Queensdale seemed to have higher ceilings in the classrooms which may have assisted in alleviating some of the extreme heat that was being experienced the day I was there (Friday, June 11). For heat relief, Queensdale relied more on open windows, where Pleasant Valley relied more on ventilating fans. These fans and open windows would probably contribute to unusual conditions.

Pleasant Valley had 2 classrooms room 10 and room 5 that had noisy ventilation / rad units that generated approximately 63db of localized noise.

5-11

- 2 -

The only measurement I was able to perform was a noise level measurement. I do not have the technology for reverberation measurements. I am supplying here a chart and study that discusses the impact of reverberation on learning. Positive acoustical modifications may reduce reverberation and result in a better acoustical environment. Positive changes include things such as carpet, curtains and drop acoustic ceiling tiles. Acoustic tiles glued to the ceiling are only half as efficient as drop ceiling tiles in absorbing sound as are windows compared to wooden walls. From my observation all classrooms in Pleasant Valley had carpeting and drop acoustical tiles. Queensdale had carpeting in the classrooms, glued acoustic tiles and room 8 had curtains. Room 10 and 11 had area carpets and room 11 had wooden walls.

In addition to the measured criteria, I feel it is important to note the unmeasurable factors that will influence the children's learning. Certainly social programs and interaction influence self-esteem and learning. Teaching styles also influence learning.

Of course, coming from a company that manufactures FM equipment, I was very pleased to see the equipment integration. A couple of equipment observations that may also assist in providing better teacher and peer input would be through the use of a boom microphone instead of a clip-on mic and use of a pass-around mic.

The boom mic provides a clearer input of the teacher's voice while minimizing class noise, clothing and jewelry noise.

A pass around microphone provides the hearing impaired student with peer input and answers that they are probably missing during discussions. This microphone is best used in small group settings.

Since this is not my expertise, I find it difficult to draw any conclusions but hope that the information included here may assist in an informed decision. Other persons that may be of benefit to contact are:

Carolyn Edwards
Auditory Management Services Toronto
(416) 769-6223

Carol Flexer
University of Akron Ohio
(330) 972-8187

Both are consulting educational audiologists.

A sound acoustician or consultant may be contacted as well.

Program development and interaction with the program of teachers for the hearing impaired within your school board as well as liaison with your provincial school contact, Pat Parrot at E.C. Durr is critical (905) 878-2852 ext. 274.

5-12

- 3 -

Please feel free to contact me with any further questions directly at 1-800-263-8700 extension 229.

Sincerely,

Karen Stefanishyn
National Marketing Manager
PHONIC EAR

cc: Dr. Walker

Fax: (905) 575-0779

cc: Ann Cliff

Queensdale Elementary

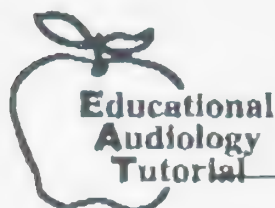
cc: Pat Parrott

E.C. Drury School

Encl.

KS/gg

5-13



Principles of Classroom Acoustics: Reverberation

Gary W. Siebein, M.Arch.
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University of Florida

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The present tutorial examines the acoustical phenomena of reverberation. Specifically, the following areas are addressed: (1) components of sounds in classrooms; (2) effects of reverberation on the speech-perception ability of children with normal hearing and sensorineural hearing loss; (3) subjective quality effects of reverberation on music and speech; (4) acoustical properties of building materials; (5) various procedures for the calculation of reverberation time; (6) recommended criteria for reverberation time in classrooms; (7) general and specific procedures for reducing reverberation in the educational setting; (8) acoustical defects; and (9) using impulse response procedures in classrooms.

Editor's Note: Audologists employed in the educational setting are often responsible for the acoustical measurement and/or modification of classrooms. Unfortunately, audologists often receive limited classroom instruction or clinical practicum regarding these areas within their academic programs (Crandell, Smaldino, & Flexer, 1995). With this consideration in mind, the present discussion is the first in a series of manuscripts detailing acoustical variables in the educational setting. Specifically, the present tutorial will address the definition, measurement, and reduction of reverberation. Upcoming tutorials will examine such topic areas as background noise, speaker-listener distance, objective speech-perception measures, and loudspeaker placement for sound field FM amplification systems.

COMPONENTS OF SOUNDS IN CLASSROOMS

Sounds heard in classrooms have several distinct components that are related to the design of the room. These components of sound are the direct sound, early sound reflections, late sound reflections or reverberant sound, and background noise. These components are discussed below and illustrated in Figure 1.

The **direct sound** is that sound which travels from the teacher to a child without striking any of the furnishings or surfaces in the room. The direct sound usually travels the **shortest path** between the speaker and the listener. Thus, it is the first sound to ar-

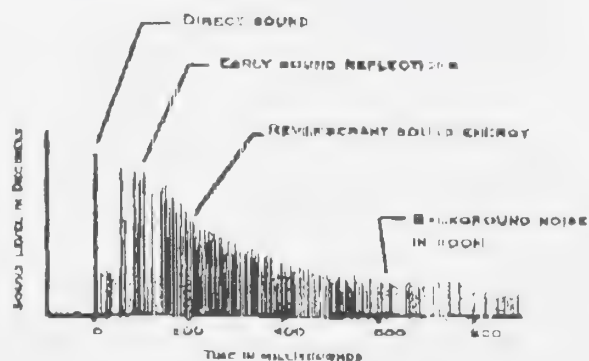


Figure 1. Components of sound (direct sound, early reflections, reverberation, and background noise) in a classroom.

rive at the listeners' ears. The strength of the direct sound decreases with distance from the sound source because the acoustic energy is spreading over a larger area, or diverging, as it travels. In a free field, there is a 6-decibel (dB) decrease in sound pressure level (SPL) with every doubling of distance from the sound source. This phenomenon occurs because of the geometric divergence of sound from the source and can be estimated by using the **inverse square law**. Sound decay in accordance with the inverse square law only occurs in free field environments as there are no surfaces to reflect sound and reinforce that sound wave. The **Law of the First Wavefront**, (often called the **Helmholtz Effect** or **Precedence Effect**) states that one's perception of the location of a sound source is usually determined by the direction of the first

sound that reaches the listener's ears. Therefore, in most classrooms, students will acoustically orient themselves to the location of the teacher through the direction of the direct sound.

Reflected sounds are those sound waves that are reflected from one or more of the room surfaces as they propagate from the speaker to the listener. Generally, all reflected sounds were considered as reverberation (discussed below). However, research over the past 50 years has indicated that if sound reflections arrive at a listener within very short time periods after the arrival of the direct sound, they are combined with the direct sound and increase the perceived loudness of the sound (Bradley, 1986; Lochner & Burger, 1964; Thiele, 1953). This increase in loudness may actually improve speech perception (Nabelek & Nabelek, 1994). For adults with normal hearing, reflections arriving within approximately 50 milliseconds (ms) are usually considered early sound reflections and tend to be undistinguishable from the direct sound. It should be noted, however, that several studies with music and running segments of speech indicate that reflections arriving at even longer time periods may still generate increased loudness. In a typical classroom, most of the **first order reflections**, or early reflections that strike just one room surface on their path from speaker to listener, arrive within this 50 ms time period.

Reverberant sound energy consists of the sound waves that strike multiple room surfaces as they move from speaker to listener. As sound waves strike multiple room surfaces they are generally decreased in loudness due to the increased path length they travel as well as the partial absorption that occurs at each collision (reflection) with the room surfaces. **Reverberation** refers to the prolonged presence of sound in a room due to the repeated reflections from the boundaries of that space. Some reverberation is necessary to reinforce the direct sound and to enrich the quality of the sound. Excessive reverberation, however, can lead to exorbitant loudness in the room, reduce speech perception, and/or cause echoes.

Background noise is the ambient noise in the classroom that will mask speech sounds, particularly low intensity consonant sounds. Background noise can emanate from a number of specific sources in classrooms. These sources include the following:

1. Children talking, playing, laughing, etc., within the classroom.
2. Computers, fish tanks, birds, slide projectors, etc. used in the classroom.
3. Air-conditioning equipment. This noise cycles on and off. It may actually come from the ducts that serve the classroom itself or it may come from equipment located in mezzanines above the classroom or outside the classroom windows.
4. Intruding noise from within the school such as hallways, playgrounds or adjacent classrooms. This is usually the noise of children talking, playing, laughing, etc.
5. Intruding noise from outside the school including transportation noise such as planes flying overhead, traffic on nearby highways, garbage trucks, etc., and noise from natural events such as thunderstorms and rain.
6. Intruding noise from service, maintenance and construction activities on the school site or on nearby sites.

When evaluating background noise levels in a room, it is important to consider the totality of the total environment. For example, it does not make sense to design the air-conditioning system of the room to be exceptionally quiet if a water cooler or a fish tank or a refrigerator in the room will produce higher levels of noise on a more or less continual basis. Another important item to consider is the quality of the total environment for learning of which acoustics is only one part. This interesting and challenging topic will be dealt within more detail in a subsequent paper.

EFFECTS OF REVERBERATION ON SPEECH PERCEPTION

It is well documented that excessive reverberation can deleteriously affect speech perception (see Nabelek & Nabelek, 1994 for a review). Reverberation compromises speech perception through the masking of direct and early reflected energy by reverberant energy (Velt & McDonald, 1949; Kurtovic, 1975; Lochner & Burger, 1964; Nabelek & Pickett, 1974a,b). Stated otherwise, the reverberant speech energy reaches the listener after the direct sound, and overlaps with that direct signal, resulting in a "smearing" or masking of speech. Figure 2 presents a spectrograph of the phrase "the beet again" in a reverberant

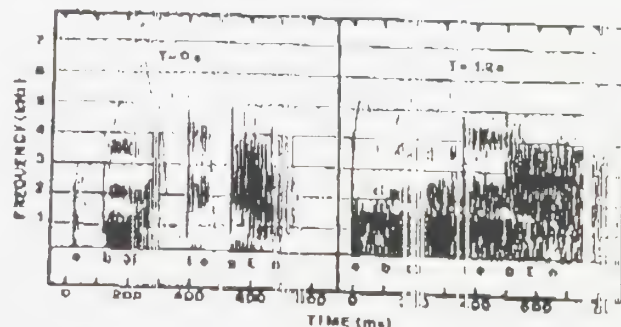


Figure 2. A spectrograph of the phrase "the beet again" in a reverberant and non-reverberant condition. Figure used with permission from Nabelek, A. & Nabelek, I. (1994). Room acoustics and speech perception. In J. Katz (Ed.), *Handbook of clinical audiology* (3rd ed). Baltimore: Williams & Wilkins.

(Reverberation Time (RT) = 1.2 seconds) and non-reverberant (RT = 0.0 seconds) listening environments. In this figure, time (in milliseconds) is presented on the abscissa, while frequency (in kilohertz) is shown on the ordinate. Amplitude, or intensity, of the speech sample is indicated by the relative density or darkness of the pattern. As can be seen from this figure, reverberation causes a prolongation, or "spread", of the spectral energy of the vowel sounds, which tends to mask succeeding consonant phonemes, particularly those consonants in word final positions. It is reasonable to expect that the masking effect for reverberation would be greater for vowels than for consonants as vowels exhibit greater overall power and are of longer duration than consonants. Note that in Figure 1, the reverberant sound energy of the /t/ phoneme in the word "beet" has extended over the energy of the final /t/ consonant making perception of that consonant (and consequently the entire word) more difficult.

5-15

Educational Audiology Monograph 5 (1997)

Prior to concluding this section, it is important to note that reverberation does not occur in isolation. In the classroom setting, reverberation combines synergistically with background noise to affect speech perception (Crandell & Bekk, 1986; Crim, 1974; Finitzo-Hieber & Tillman, 1978; Nabelek & Pickell, 1974a,b). Stated differently, the combination of reverberation and noise affects speech perception to a greater degree than the additive effects of both acoustical phenomena. The synergistic interaction of noise and reverberation will be discussed in greater detail in an upcoming tutorial.

REVERBERATION AND SUBJECTIVE QUALITY

In addition to speech perception, reverberation affects the subjective quality of sounds perceived by listeners. For example, the subjective quality of music has been shown to improve by the addition of reverberation. Formulae to derive optimum reverberation times, as a function of different room values and various forms of music, have been developed for theaters and auditoriums (Baron, 1993; Harris, 1991; Knudsen & Harris, 1978). Often, these formulae suggest reverberation times of up to 2 or 3 seconds to add "liveness" or "coloration" to music. The effects of reverberation on speech quality, however, tends to not be as well recognized. Hann (1972) indicated that early reflections and some reverberation enhances the quality of speech, causing an increase in loudness, "liveliness", and "growth in body". Overall, it appears that while small amounts of reverberation increase the subjective quality of speech, excessive reverberation causes speech to sound muffled and less clear.

ACOUSTICAL PROPERTIES OF BUILDING MATERIALS

The shape, volume, and selection of finish materials in a classroom determine to a large extent the strength of the direct sound and the balance of early reflected sounds to reverberant sounds necessary for good listening conditions. When a sound wave strikes a solid boundary, essentially three things happen to it: a portion of the sound energy is reflected; a portion of the sound energy is transmitted through the material; and a portion of the sound energy is absorbed. The Sound absorption coefficient (α) is the amount of sound energy that is absorbed divided by the total incident sound energy. The α will vary for different materials at different frequencies. A reverberation test is often used to determine the α of building materials. To access the α of building materials, reverberation time is first measured in a test room built of concrete walls and ceilings. A sample of material is then placed in the room. The α of the material is proportional to the decrease in reverberation time in the test chamber with and without the material present. The absorption coefficient represents the average amount of sound absorbed each time a sound wave strikes the surface of the material. For example, a material with a α of 0.50 would absorb 50% of the sound energy. With a fifty percent reduction in sound energy, the reflected sound would be 3 dB less than the incident sound. Sound reflective materials are usually heavy, massive materials such as concrete, masonry, heavy plaster and wood. Their sound absorption coefficient is less than 0.20. Sound absorbent materials are materials that absorb sound. Their absorption coefficients are greater than 0.20.

There are three basic types of absorbent materials: porous absorbers, panel absorbers and cavity absorbers. Porous sound absorbing materials are usually fiberglass or other loose material such as acoustical ceiling tiles, carpets, drapes, porous acoustical insulation (like thermal insulation, but denser) and acoustical wall panels. An additional way of looking at the absorption characteristics of materials is the Noise Reduction Coefficient (NRC). The NRC of a material is the average of the sound absorption coefficients in the 250 Hz, 500 Hz, 1000 Hz, and 2000 Hz octave bands. The NRC is an indication of how much middle and high frequency sound will be absorbed by a material.

Typical sound absorption coefficients for building materials are presented in Table 3.

Table 3. Sound absorption coefficients for various types of acoustical treatments and/or building materials.

Material	Frequency (Hz)					
	125	250	500	1k	2k	4k
Walls						
Brick	0.03	0.03	0.03	0.04	0.25	0.07
Concrete painted	0.10	0.05	0.06	0.07	0.20	0.06
Window glass	0.25	0.25	0.18	0.19	0.17	0.06
Marble	0.01	0.01	0.01	0.02	0.22	0.00
Plaster or concrete	0.12	0.09	0.09	0.05	0.20	0.04
Plywood	0.24	0.24	0.17	0.20	0.19	0.13
Carpets (thick, dense)	0.34	0.44	0.31	0.36	0.19	0.13
Heavy rug (thick)	0.14	0.23	0.15	0.22	0.20	0.13
Fiberglass wall treatment, 1 inch (2.5 cm)	0.90	0.93	0.99	0.70	0.14	0.13
Fiberglass wall treatment, 7 inch (17.8 cm)	0.86	0.90	0.99	0.92	0.10	0.09
Wood paneling on glass fiber blanket	0.40	0.99	0.70	0.30	0.10	0.10
Floors						
Wood parquet on concrete	0.04	0.06	0.09	0.60	0.16	0.07
Laminated	0.03	0.03	0.03	0.01	0.20	0.03
Carpets on concrete	0.02	0.06	0.14	0.37	0.19	0.06
Carpets on foam rubber padding	0.08	0.14	0.37	0.64	0.19	0.06
Ceilings						
Fiberglass tiles, 1 inch (2.5 cm) suspended (6 inches (15.2 cm))	0.10	0.10	0.06	0.08	0.16	0.03
Acoustic tiles, 1/2 inch (1.3 cm) suspended 12 inches (30.5 cm) from ceiling	0.28	0.28	0.46	0.71	0.16	0.03
Acoustic tiles, 1/2 inch (1.3 cm) suspended 12 inches (30.5 cm) from ceiling	0.22	0.37	0.40	0.69	0.16	0.03
The same as above, but compressed directly to ceiling	0.10	0.37	0.61	0.86	0.16	0.03
High absorptive panels, 1 inch (2.5 cm) suspended 14 inches (35.6 cm) from ceiling	0.39	0.58	0.75	0.99	0.16	0.06
Others						
Upholstered seats	0.10	0.37	0.59	0.67	0.16	0.03
Audience in upholstered seats	0.39	0.57	0.80	0.94	0.17	0.07
Grass	0.11	0.24	0.60	0.85	0.17	0.09
Reeds	0.18	0.25	0.40	0.85	0.17	0.06
Water surface	0.01	0.01	0.01	0.01	0.17	0.01

In general, the amount of sound absorption is dependent on:

1. **The thickness of the material:** Increasing the thickness of a material will absorb more sound, particularly in the lower frequencies.
2. **How the material is mounted:** The absorption coefficient of materials, particularly in the lower frequencies, can be improved by mounting material on furring strips, away from a rigid wall, with an air space between the acoustical panel of the wall.
3. **The porosity of the material:** Porous sound absorbing materials generally have high absorption coefficients in the middle and high frequencies. For example, a 1" thick acoustical wall panel or acoustical ceiling tile may have a α of 0.90 or more in octave bands of 1000 Hz or above. These materials will usually have very low absorption coefficients in the lower frequencies.

Uses of Absorbent Material

Sound absorbent materials in the classroom can be used for several reasons. First, to lower the reverberant energy level in the room and reduce the ambient noise levels. For example, an increase in absorption of 10 times the original amount will decrease the noise level in the reverberant field by 10 decibels. In most actual rooms the size of typical classrooms, a reduction of

5-16

Principles of Classroom Acoustics: Reverberation/Slopin, Crandell, Gold

reverberant noise will usually be between 3 - 8 dB. Second, to prevent acoustical defects. Acoustical defects will be discussed later in this manuscript. Third, to provide variable absorption in multiple use spaces. When a room is to be used for two conflicting acoustical tasks, some "variability" in the acoustical quality of the room can be provided. A significant area of absorption must usually be added to a room for people to perceive a difference in the acoustics of that environment. Generally, achieving an average greater than or equal to 0.20, or a noise reduction of 5 dB or more, would be satisfactory for many listeners.

While one purpose of sound absorption is to reduce excessive reverberation, it should be noted that sound absorbing material also reduces sound reflections that could contribute to the level of the direct sound. The addition of too much sound absorbing materials can actually reduce the loudness of speech (and possibly the signal-to-noise ratio (SNR) of speech) at various locations in a room. Therefore, during the placement of this material, it is critical to provide sound reflecting surfaces near the sound source to reinforce the direct sound and to increase loudness in areas away from the source. Placement of absorptive materials in a classroom will be discussed later in this manuscript.

CALCULATION OF REVERBERATION TIME

Reverberation Time (RT) is defined as the time (in seconds) for the sound from a source to decrease in level by 60 decibels after the source has stopped (RT_{60}). A decrease of 60 dB represents a reduction of 1/1,000,000 of the original intensity of the sound. Reverberation time is a means of quantifying the persistence of sound in spaces - what is perceived as reverberance. The time period RT_{60} represents the duration of time for a relatively loud sound to decrease to the threshold of hearing in a quiet space. Reverberation time can be estimated using the formulae below or measured via computer soft/hardware. A common formula to calculate reverberation time was suggested by Sabine (1964):

$$T_{60} = \frac{0.049V}{\sum S\alpha}$$

where T_{60} = reverberation time in seconds; 0.049 is a constant (use 0.161 if room volume is stated in meters); V = room volume in cubic feet; and $\sum S\alpha$ = the sum of the surface areas of the various materials in the room multiplied by their respective absorption coefficients at a given frequency. The reader is referred to Egan (1987) for a detailed example of a reverberation time calculation with this formula. If one reviews the variables in the reverberation time formula described above, there are two basic factors that affect the reverberation time in a room. The first is the room volume. The larger the room volume, the longer the reverberation time will be. The second variable is the amount of sound absorption in the room. The greater the area of such materials, the shorter the reverberation time.

Sabine's formula for calculation of reverberation time is based on two general assumptions. First, that the room is of relatively normal proportion. Second, that all absorbent surfaces within the room are equally distributed, thus providing a diffuse reverberant sound field. A diffuse reverberant sound field suggests that there

should be minimal variation in reverberation time as a function of location in the room (Knudsen & Harris, 1979). In smaller rooms, such as classrooms, this latter assumption is infrequently met. Classrooms usually have large areas of sound absorbing surfaces in only one or two planes (ceiling and/or floor). Consequently, classrooms are commonly not diffuse reverberant fields as acoustical materials are often not uniformly distributed. Therefore, in classrooms, reverberation time may vary significantly as a function of location in the room. It has been demonstrated that Sabine's formula typically underestimates reverberation time in small rooms, such as classrooms (Kosten, 1960).

Fitzroy (1959) developed one reverberation time formula that may be more appropriate for classrooms. Fitzroy reasoned that there are three main axis of reflections in spaces that could generate multiple reflections or reverberation. Those main axis include: floor to ceiling, side wall to side wall, and end wall to end wall. This method produces calculated values very close to those measured in rooms with carpeted floors and sound absorbent ceilings when other surfaces (walls) are highly sound reflective. Reverberation time, via this procedure can be calculated via the following formula:

$$RT_{60} = (0.049V / S^2) [(2(XY)/\alpha_{xy}) + (2(XZ)/\alpha_{xz}) + (2(YZ)/\alpha_{yz})]$$

where S = surface area of the room in square feet; X = room length; Y = room width; α = absorption coefficient; and Z = room height. Please see Egan (1987) for a detailed example of a reverberation time calculation with this formula.

The Norris-Eyring equation is another method for estimating reverberation time in classroom settings. This formula was developed for estimating the reverberation time in rooms with large amounts of absorption based on an average statistical absorption coefficient for the whole enclosure and can be used to estimate the SPL at different distances in a room. The Norris-Eyring formula is as follows:

$$L_p = L_w + 10 \log \{ (Q / 4\pi D^2) + (4/R) \} + 10$$

where L_p = sound pressure level in decibels; L_w = sound power level in watts; Q = the directivity of the source (1 = omnidirectional, 2 = hemispherical); D = distance from the source to the receiver; and R = room constant in Sabines of absorption ($\sum S\alpha$). For an example of the Norris-Eyring formula, please see Egan (1987).

In addition to calculated procedures, the reverberation time of a classroom can also be measured via several commercially available computer programs. A list of companies that produce such instrumentation can be found in Crandell, Smaldino, & Flexer (1995). There are basically two technologies that are in use today. One is the impulse response method - a more recent development that incorporates newer methods of signal processing. This technique is discussed in detail below. The other more traditional method is based on measuring the sound decay from a steady state condition. In this case, a broad band sound source (typically pink noise) is played at high sound levels in the room. Once the sound level has built up to a steady level at a receiver

A C T I O N I T E M S

EDUCATION COMMITTEE
1999 10 07

#6

The Hamilton-Wentworth District School Board
Instructional Services

SALEP

Year-End Report

1998 - 1999



**SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)
YEAR END REPORT 1998 – 1999**

Under the authority of the Education Act and Regulation 308, the Hamilton-Wentworth District School Board has established a Committee to consider applications by parents of fourteen and fifteen year old students for a SALEP program as an alternative to compulsory schooling. The alternative program could consist of work, work skills, life skills, alternative learning experiences, volunteer work and/or any other activity considered to be "directed towards the pupil's needs and interests".

The whole Committee meets three times a year to conduct business meetings. The Committee is divided in half to have subcommittee meetings or "hearings" – each meets monthly to consider up to 6 candidates. The social workers present the initial information at the hearing at which time the parents, child and home school principal attend. If the Committee agrees with the request, a document of agreement is signed. The program is regularly monitored until the student turns 16 or returns to formal school. We are extremely fortunate to have a SALEP Centre which manages most of our students and which provides a range of programming and support to our students.

There have been many highlights and accomplishments this year which include:

- ◆ successful amalgamation of two boards' practices, procedures and reports;
- ◆ management of 120 applications through 23 committee meetings;
- ◆ expansion of the SALEP Centre through a grant from Human Resources Development Canada which was implemented in January 1999. The grant of \$150,000 allowed us to hire 2 job coaches/SALEP counsellors to provide employment skills and work experience opportunities and to purchase high quality computers and software to further support these students' learning experiences. The partnership was to run to the end of June; however we have just been informed that the grant will be extended for the 99-00 school year;
- ◆ given the number of exceptional pupils and ISA claim students we were working with this year at the Centre, the administration recognized and supported the need for additional staffing in the SALEP Centre in the future;
- ◆ given the number of credits being worked on by the students, additional teacher support will be allocated in the second semester of the upcoming school year;
- ◆ the issue of transportation was clarified with transportation being provided as required; however there are still some strategic difficulties given the nature of programming for SALEP students;
- ◆ the Alter Ed review is underway and this will help to clarify the options and programming available to 'at risk' students in the system. SALEP staff is participating in the process;
- ◆ of the 118 students under SALEP over 204 credits have been granted, 6 students are working full time, 45 students had successful work experience placements, 12 students had successful day-in-the-life work experiences, more than 50 students had learning experiences through field trips or tours, and more than 80 students attended sessions on work skills and life skills; and
- ◆ most students are returning to the SALEP Centre, going back to school or have plans to work.

We would like to express our appreciation to a number of people for their work this year:

- the SALEP Committee members who gave of their time to meaningfully consider the best interests of students with great needs including the community representatives who gave of their time and expertise; in particular we thank Sandra Notarianni who is leaving the Committee after many years of service to SALEP;
- the social workers for their insightful reports and for helping to find alternatives for the students;
- to the SALEP Centre staff who, through their work, show caring, dedication, and professionalism – their connection with the students makes a remarkable difference. Through Tim Kaye we were able to make the contact for the grant application; and
- to Sheila Schefsky and Human Resources Development Canada for partnering with us and realizing that these students require "special" and "extra" support to reach their potential; by providing us with a grant they have allowed us the possibility of trying to meet the challenge of providing more.

For further information, the reader can refer to the following:

APPENDIX I	-	SALEP STRUCTURE
APPENDIX II	-	SALEP STATISTICS OVERVIEW
APPENDIX III	-	SALEP CENTRE REPORT
APPENDIX IV	-	SALEP COMMITTEE MEETINGS 1999-2000

This report is respectfully submitted


Joe Rogers
Chairman, SALEP Committee


Malcolm Powell
Secretary to the SALEP Committee
Supervisor, Social Work Services


Marguerite Botting
Superintendent
Instructional Services Department

SALEP Structure**Committee**

Joseph Rogers	Trustee and Committee Chair
Judith Bishop	Trustee
Heather Bullock	Trustee
Lillian Orban	Trustee
Marguerite Botting	Superintendent of Instructional Services, Head Supervisor Officer
Elizabeth Bond	Superintendent of Education
Ken Waters	Superintendent of Education
Chris Cutler	Community Representative - YMCA
Kim Gibson-Chalmers	Community Representative - John Howard Society
Sandra Notarianni	Community Representative
Ted Ridley	Community Representative - HHSC – Child & Family Centre
Elizabeth Szkodiak	Community Representative - ACCP
Fiona Weir	Community Representative - Youth Employment Centre
Malcolm Powell	Secretary to the Committee/ Supervisor, Social Work Services
Chit Teodoro	Recording Secretary
Kelsey Crawford	Recording Secretary

School Liaison and Initial Presenters: All Social Work Staff

SALEP Centre Staffing: Mark Felvus: Job Coach/SALEP Counsellor HRDC Grant
 Lori Fothergill: Job Coach/SALEP Counsellor HRDC Grant
 Tim Kaye: Social Worker
 Warren Trimble: Teacher

Central Committee Meetings: 3
 Sub Committee Hearings : 20

SALEP Statistics

Total Applications: 120

Total Approved: 118

Total Re-heard: 3

Candidate Data:	By Age	14 Yrs.	=	10 (5 m & 5 f)
		15 yrs.	=	108 (58m & 50f)
	By Sex:	M	=	63
		F	=	55
	By Panel:	S	=	100
		E	=	18

SUMMARY PROGRAM INFORMATION:

SALEP CENTRE = 106 – All working on academics
All doing some life skills and/or work skills

SUPER Alter Ed = 6 - All doing academics and some Social/Life Skills

Others monitored by social worker = 6
1 at Phoenix
4 work experience
1 work

SALEP CENTRE REPORT

This report outlines the activities of the SALEP Centre with regard to providing services for the students and their families. It should be stated that the Centre is an alternative education facility. Not all students who go through the SALEP committee hearings attend the Centre.

Amalgamation brought changes to the program. Tim and Warren would like to thank last year's (97/98) administrative team. Dr. Elizabeth Bond and Kathie Hibbins, with their guidance and support, the program developed in a way they can be proud of.

The administration change this year has brought a new focus to the program. We would like to acknowledge Marguerite Botting and Malcolm Powell for their support to the Centre. We would like to thank Dorothy Anderson for her ongoing administrative help.

The Centre began the 1998-99 year with one full-time teacher and a full-time social worker, which is unique to the boards' distribution of these professionals' services. With the help of Human Resources Development Canada, a grant was secured that allowed for expansion of the Centre. This change allowed the Centre to access the services of two full time Job Coach Counsellors.

The social worker's services range from consultations to direct counselling. As well as working with the student and their families, Tim Kaye also performs the administrative duties to facilitate the ongoing operations of the Centre. Warren Trimble provides remedial academic course support as well as many of the grades nine and ten curriculum courses. Mark Felvus and Lori Fothergill were hired and began January 1999 as job counsellors. Their positions consisted of a variety of activities from finding and filling work experience sites to working with students within the classroom setting.

The Centre went from servicing about 60 students last school year to working with over 100 this year. Through the grant we received \$150,000.00. This was very helpful, as the Centre had been out of the educational purchasing loop. This means it had not received computers when other programs had, and no texts had been allocated. The funding allowed for professional support as well as seven computers. The computers were received after a period of great difficulty. Since acquiring them in March, they lay unusable in the room until the board provided the software and networking support, which was semi completed the end of May. This is a symptom of the significant educational changes that have occurred this past year. The many provincial changes, amalgamation being one of them, will take some time to work through. We hope the board can be responsive to the changes, which will then allow us to better meet the needs of the wonderful and exceptional young people.

Overview of School Transfer Center

Secondary Schools

Number of Students

1. Ancaster High	2
2. Barton	2
3. Delta	4
4. Glendale	5
5. Highland	2
6. Hill Park	2
7. Lawrence Alter Ed	1
8. Mountain Secondary Vocational	10
9. Parkside High	1
10. Parkview Vocational	13
11. Saltfleet District High	1
12. Scott Park	9
13. Sherwood	1
14. Sir Allan MacNab	4
15. Sir John A Macdonald	17
16. Sir Winston Churchill	7
17. Waterdown District High	1
18. Westdale	5
19. Westmount	1

Elementary Schools

Number of Students

1. ACES	3
2. Ancaster Sr.	1
3. Bennetto	1
4. CHAMPS/ Ancaster Sr.	1
5. CHAMPS/ Saltfleet	1
6. Dundas District	1
7. Elizabeth Bagshaw	1
8. Glen Brae	1
9. Hagersville	1
10. Hillcrest/Delta Woodview	1
11. Lawfield	1
12. Lynwood	1
13. Prince of Wales	1
14. Queen Mary	1
15. Tweedsmuir	1
16. Viscount	1

Special Cases

2

Social Worker -Tim Kaye

- Provide social work services for individual students, group, and families involved with the Centre
- Provide immediate response in times of crisis, tragic events or emergencies
- Provide administrative services to home schools of students
- Provide administrative duties necessary for program to run
- Provide the opportunity for grant money for this program as well as the contact for others
- Provide partial administrative duties of the grant money
- Provide co-ordination of Job coaches and relevant administrative needs
- Provide linkages between students and community programs and services
- Provide informational interviews with possible student candidates and their families
- Provide ongoing information through telephone inquiries by families and schools
- Provide networking for home school social workers and the Centre
- Provide support academic programming in cooperation with the Centre

Teacher - Warren Albert Trimble

- Provide a welcoming and safe setting for students, so they come, they smile, and they live
- Provide a relationship of acceptance and esteem where students are seen, heard, and loved
- Provide remedial course work in math and english
- Provide credit equivalent course work in most grades nine and a few grade ten subjects
- Provide administrative services to home schools of students
- Provide immediate response in times of crisis, tragic events or emergencies
- Provide administrative duties necessary for program to run
- Provide informational interviews with possible student candidates and their families
- Provide educational visits to students
- Provide support to other programs that are being developed within and outside of the system
- Provide supervision for job counsellors
- Provide partial informational interviews with possible student candidates and their families
- Provide the opportunity for grant money for this program as well as the contact for others
- Provide job and life readiness programming
- Provide locations for job experiences

Job Counsellors - Lori Fothergill and Mark Felvus

- Provide employment skills
- Provide job search skills
- Provide opportunities for self-evaluation skills
- Provide ongoing resume writing and cover letter assistance
- Provide interview preparation and rehearsal sessions
- Provide and facilitate entrepreneurship skills and experiences
- Provide support academic programming in cooperation with the Centre
- Research and present relevant career opportunities
- Identify, develop and monitor protected work experience, job sights for co-op placement, volunteer placement, job shadowing, day in the life, employment experiences, and possible full-time employment
- Provide continual home visits and placement visits
- Provide links to community organizations that help support this program
- Provide workshops for employment ideas
- Provide job readiness training

6-7

Credits - Grade Nine

	<u><i>In Progress</i></u>	<u><i>Completed</i></u>	<u><i>Total Supervised</i></u>
Business			
BKI 1D Keyboarding I		1	1
BMM 1D Merchandising I	58	38	96
English			
ENG 1D English	58	28	86
Family Studies			
NMT 1D Family Studies (PLM)	31	32	63
Geography			
GCA 1D Canadian Geography	46	56	102
History			
HCT 1D History	23	16	39
Mathematics			
MAT 1D Mathematics	20	3	23
Music			
AMI 1D1 Instrumental Music	11	1	12
Physical Education			
PHF 1D Phys/Health/Ed Female	8	6	14
PHM 1D Phys/Health Ed/Male	16	12	28
Science			
SNC 1D Science	15	3	18
Visual Art			
AVI 1D Visual Arts	10	3	13

Credits - Grade Ten

English			
ENG 2G	2	0	2
Family Studies			
NFB 3G	1	1	2
Geography			
GCA 2B	0	1	1
History			
HCT 2B	1	2	3
Science			
SNC 2B	1	1	2
Total	301	204	505

Total Credits Recommended 204
Other Total Credits Students Working On 301
Total Credits Monitored 505

Work and Life Skills

Presented by:
 Tim Kaye, Lori Fothergill, Mark Felvus, Warren Trimble

Registration Breakdown (while in SALEP)

Secondary School		M 16	F16	M 15	F 15	M14	F 14	Total
1.	Ancaster	1	0	1	1	0	0	3
2.	Barton	0	0	2	1	0	1	4
3.	Delta	2	1	1	2	0	0	6
4.	Glendale	1	2	1	1	0	1	6
5.	Highland	1	0	1	0	0	0	2
6.	Hill Park	0	2	0	1	0	0	3
7.	Lawrence	0	0	1	0	0	0	1
8.	Mountain	2	2	4	1	0	0	9
9.	Parkside High	0	1	0	0	0	0	1
10.	Parkview	7	2	3	1	0	0	13
11.	Saltfleet	0	0	1	2	0	0	3
12.	Scott Park	0	1	5	4	0	0	10
13.	Sherwood	0	1	0	0	0	0	1
14.	Sir Allan MacNab	0	2	2	0	0	0	4
15.	Sir J A Macdonald	1	5	7	5	0	0	18
16.	Sir Winston Churchill	2	2	3	1	0	0	8
17.	Waterdown	1	0	0	0	0	0	1
18.	Westdale	0	0	1	4	0	0	5
19.	Westmount	1	0	0	1	0	0	2

Elementary School		M 16	F16	M 15	F 15	M 14	F 14	Total
1.	E Bagshaw	0	0	1	0	0	0	1
2.	Bennetto	0	0	0	0	0	1	1
3.	Dundas District	0	0	0	1	0	0	1
4.	Hillcrest/Delta Wood	0	0	0	0	1	0	1
5.	Prince of Wales	0	0	1	0	0	0	1
6.	Viscount	1	0	0	0	0	0	1
Special Cases		0	2	0	0	0	0	2

Presented by:

Tim Kaye, Lori Fothergill, Mark Felvus, Warren Trimble

Number of Students Involved

Job readiness sessions	40
Life skills sessions	60
Day in the life experiences	17
Long term job experience	57
Full time work	5
Community linkage work shop presentations	15
Family Contacts with Social worker	1311
At School	419
At Home	115
Interviews	67
Phone	710
School Contacts by Social Worker	345

Workshops

(with link to community liaison and speakers)

February 17/99	Group Meeting - Introduction	15 students
February 24/99	Trip to Human Resources	7 students
March 03/99	Group Meeting - Planning	12 students
March 10/99	Health Nurse - First Impressions McDonalds Presentation	16 students
March 24/99	Junior Achievement	12 students
March 31/99	Health Nurse - Nutrition	12 students
April 14/99	ACCP Presentation	11 students
April 21/99	CNIB Presentation	15 students
April 27-29	Career Cruiser	20 students
April 28/99	Social Worker	16 students
May 5/99	H.W.D.S.B - The Interview	3 students
May 11-14	Youth Employment Booklets	25 students
May 12/99	Employment Centre	10 students
May 26/99	Open For Business	5 students
April 13, 20 May 3, 17, 31	Health Nurse - Teen pregnancy	3 + 1 students

Credits - Grade Nine

	<u><i>In Progress</i></u>	<u><i>Completed</i></u>	<u><i>Total Supervised</i></u>
Business			
BKI 1D Keyboarding I		1	1
BMM 1D Merchandising I	58	38	96
English			
ENG 1D English	58	28	86
Family Studies			
NMT 1D Family Studies (PLM)	31	32	63
Geography			
GCA 1D Canadian Geography	46	56	102
History			
HCT 1D History	23	16	39
Mathematics			
MAT 1D Mathematics	20	3	23
Music			
AMI 1D1 Instrumental Music	11	1	12
Physical Education			
PHF 1D Phys/Health/Ed Female	8	6	14
PHM 1D Phys/Health Ed/Male	16	12	28
Science			
SNC 1D Science	15	3	18
Visual Art			
AVI 1D Visual Arts	10	3	13

Credits - Grade Ten

English			
ENG 2G	2	0	2
Family Studies			
NFB 3G	1	1	2
Geography			
GCA 2B	0	1	1
History			
HCT 2B	1	2	3
Science			
SNC 2B	1	1	2
Total	301	204	505
Total Credits Recommended	204		
Other Total Credits Students Working On	301		
Total Credits Monitored	505		

Partnerships

McDonalds	Paid Work Experience	1 student at a time
CNIB	Day In A Life Experience	15 students
ACCP	Social Assistance Access	students aged 16
Tim Hortons	Donation on Tuesday and Thursday	all students
The Barn	Gift Certificate (\$200.00)	all students
Miracle Food Mart	Donation	all students
Mohawk College Co-op students (3)		
PATH	Tickets for Christopher Reeve	15 students
Living Rock	Safe Place for Students	all students
OPP	Record Check	all students
Turkstra Lumber Discount		
A Buck or Two	Work Place/paid employment	3 students
Eatons	Donation	all students
Allan Trebor	Donation	all students
Seven Eleven	Gift Certificates	all students
Sears	Donation	all students
Shoppers Drug Mart	Donation	all students
Roma Pizza	Discount	all students
IEC, Admiral Cash	Donation of cash register	all students

Tours

Human Resources	7 students
Advanced Welding	6 students
McDonalds	5 students
Townsvie Life Care Centre	4 students
Maxwells Retirement	6 students
CNIB	15 students

Tour of Alter-Ed program - Mark and Lori

Field Trips

Human Resources - employment search
Christopher Reeve

Work Experience Placements Sites

A Buck or Two	1550 Upper James	
Advanced Welding	1016 Upper Wellington	575-8311
Ashteq Computers	168#5 Barton St. E. St. Creek	662-9240
Canadian Tire	50 Cootes Drive Dundas	627-3533
CNIB	1686 Main St. W.	528-8555
DMBC	38 Hess St.	777-1149
Euro Auto	941 Barton St. E.	548-0571
Generation Now	177 Sherman North	544-3996
Indoor Indy	193 Cavell Ave.	545-0055
King George Public School	77 Gage St. N.	549-2224
Kool Klay Kafe	36 King St. E. Dundas	628-6062
Living Rock	64 James St. S.	528-7625
Lucky Days Daycare	120 Crosthwaite N.	544-0885
Maxwell's Retirement Home	274 Bay St.	527-8078
Mohawk Flowers	1217 Mohawk Rd. Ancaster	648-2420
Roy Nat Inc.	1 King St. W.	525-8315
Super Clean Car Care	2795 Barton St. E.	573-1644
T.E.A.D	6095 Dickenson	679-8323
Tapawingo Day Care	9 Clarendon	383-5937
The Barn	505 Rymal Rd.	574-5298
The Forum Fitness Center	260 Nebo Rd.	387-2999
The Pit	50 Millwood Place	387-9379
The Salon	999 Upper Wentworth	575-1222
TLC Pet Grooming	1000 Upper Gage	387-1300
Townsvew Life Care Centre	39 Mary Street	523-6427
Waterdown Collision	24 Dundas St. E. Waterdown	689-8262
YMCA	179 James St. S.	317-4904
YWCA	75 McNab St.	522-9922

1. Finding Work Placements

- networking (phone contacts) - phone book, personal contacts, professional contacts
- visiting sites - meeting with employers, setting up interview
- matching student with suitability of placement
- tour with/without student
- travel arrangements - bus, car pool, walk, parent, etc.
- create incentives for employer and student
- checking places with the Better Business Bureau

2. Process Forms

- police check- fill out and send home with student/home visit to get signed, take form to OPP, pick up form 5 days later (with student)
- SIN-fill out form and drop off
- birth certificate - fills out form and drop off
- health card - fill out form and drop off/mail
- workers compensation forms - employers, student, guardian, and teacher signature
- permission forms - travel, pictures
- log sheets, evaluation forms filled out
- tracking form (any contacts with student regarding placement)

3. Work Experience

- intake interview - find interests, skills, availability, readiness
- job shadow first day (or part of)
- placement preparation - rules, equipment (need to go out and purchase appropriate attire/equipment with student)
- monitor - going to work place, calling work place, time sheets, reminder calls, follow up calls to student and employer, managing conflict issues, emergency calls, scheduled visits, evaluation)
- picture taking
- finding job coaches - contacting Mohawk College - forms (police check, intake interview, follow up calls, scheduling, arranging transportation, monitoring, evaluations)
- designing certificate of thanks, thank you letters to placements that were/were not successful

4. Group Work

- planning groups (weekly sessions 12-15 students), strategies, and speakers
- contacting and arranging speakers - meeting with speakers beforehand

Workshops

Public Health Nurse	"1 st Impressions" (Hygiene)
	"Nutrition" - healthy for work
McDonalds	Work experience, the interview, training program, managing a job.
Junior Achievement	"Stay In School Program"
ACCP	"Living On Your Own" - budgeting
CNIB	orientation for placements
Board of Education	"Interview Skills"
Social Worker	Conflict Resolution
Youth Employment	summer job booklets
Open For Business	Entrepreneurship

5. Classroom Time

- Teaching assistant
- Resume writing
- Cover letters
- Application forms
- Answering phone messages

6. Entrepreneurship

- creating - coming up with ideas
- preparing students for work place (see above)
- The Pit
 - getting supplies, buying freezer, obtaining fridge from building, contacting business (and others) for cash register, buying merchandise
 - pricing merchandise (students)
 - deciding on a name for the store (students)
 - advertising - making signs, price lists (students)
 - stocking shelves, fridge, freezer (students).
 - setting up account book
 - keeping a daily record
 - managing float money

7. Picnic Tables

- writing a partnership letter
- approaching businesses to obtain a discount
- getting a plan
- finding a suitable location
- meeting with school personnel to set up program, use equipment
- purchasing supplies, delivering supplies to school

8. Home Visits

- meet with student and parent regarding work experience
- meet with parent/guardian to complete worker compensation forms
- assist with transportation (only when absolutely necessary)
- necessary to check in on student when there is no phone

9. Tracking

- all student and parent contacts need to be recorded
- mileage
- all business contacts recorded
- every student that is on work placement needs to be tracked
- classroom assistant time recorded
- meetings need to be recorded

10. Future Planning

- entrepreneurship ideas created - feasibility study
- simulated work stations - research required
- partnerships - renewal and further search
- job evaluation
- review present program - generate more ideas

nts Not Returning For the 1999-2000 Term

<u>Name</u>	<u>Birth Date</u>	<u>Home School</u>	<u>Intentions</u>
1.	23-02-83	PRV SS	Working
2.	15-03-83	SWC SS	Working
3.	25-08-83	Highland SS	School
4.	25-09-83	Hill Park SS	Lawrence
5.	20-04-83	Ancaster High	School
6.	16-05-83	PKV SS	School
7.	28-06-83	SJAM SS	Working
8.	21-09-83	Mt.SS	Working
9.	11-09-83	Hill Park SS	School
10.	11-07-83	Waterdown	School
11.	28-05-83	PKV SS	AWorking
12.	22-06-83	PKV SS	School
13.	02-11-82	Viscount	Working
14. Special Cases			
15.	01-05-83	SAMcNab	School
16.	16-12-82	SJAM SS	Lawrence
17.	28-07-83	Glendale SS	School
18.	11-04-83	SWC SS	Working
19.	16-08-83	PKV SS	Custody
20.	26-06-83	Glendale	School
21.	26-03-83	Sherwood SS	School
22.	07-07-83	PKV SS	School
23.	24-05-83	ACES	School
24.	05-05-83	SWC SS	School
25.	07-04-83	Scott Park SS	School
26.	25-06-83	MacNab SS	School
27.	12-03-83	SJAM SS	School
28.	16-05-83	Glendale SS	School
29.	12-10-98	Westmount SS	School
30.	29-06-83	PKV SS	Working
31.	14-01-83	SJAM SS	Working
32.	31-08-83	PKSide SS	Working
33.	20-07-83	SWC SS	School
34.	03-06-83	Delta SS	School
35.	23-01-83	SJAM SS	School
36.	02-12-82	PKV SS	Working
37.	07-08-83	Mt SS	School
38.	02-06-83	Mt. SS	School
39.	08-03-83	SJAM SS	School/Work
40.	18-04-83	Delta SS	School
41.	24-05-83	Delta SS	School
42. Special Cases			
43.	09-09-83	Mt. SS	School
44.	03-03-83	PKV SS	School/Work

<u>Name</u>	<u>Birth Date</u>	<u>Home School</u>
1.	07-11-83	PKV SS
2.	19-12-83	SJAM SS
3.	01-02-84	SJAM SS
4.	31-10-83	SWC SS
5.	04-01-84	ACES
6.	17-09-83	Glendale SS
7.	04-10-83	Scott Park SS
8.	30-09-83	Barton SS
9.	16-10-83	MacNab SS
10.	25-12-83	Scott Park SS
11.	21-11-83	Scott Park SS
12.	21-09-83	Law Alter-Ed
13.	16-12-83	Queen Mary
14.	19-10-83	Mt. SS
15.	22-11-83	Delta SS
16.	11-09-83	Westdale SS
17.	27-01-84	Westdale SS
18.	12-10-83	Westdale SS
19.	08-12-83	Glendale SS
20.	28-10-83	SJAM SS
21.	25-12-83	PKV SS
22.	12-03-84	Scott Park SS
23.	02-10-83	Tweedsmuir
24.	12-09-83	Delta SS
25.	15-10-83	PKV SS
26.	04-11-83	Bagshaw
27.	02-11-83	Westmount SS
28.	14-09-83	Scott Park SS

Term One and Two 1999-2000

<u>Name</u>	<u>Birth Date</u>	<u>Home School</u>
1.	10-08-84	ACES
2.	12-04-85	Bennetto
3.	10-08-84	Mt. SS
4.	12-11-84	SJAM SS
5.	04-03-84	PKV SS
6.	19-12-83	SJAM SS
7.	15-06-84	Westdale SS
8.	13-01-84	SJAM SS
9.	14-05-84	Scott Park SS
10.	26-04-84	SWC SS
11.	29-09-84	Barton SS
12.	19-04-84	SJAM SS
13.	01-04-84	Scott Park SS
14.	20-08-84	Hill Park SS
15.	08-05-84	Salt FL SS
16.	02-04-84	SWC SS
17.	04-01-85	Lawfield
18.	26-05-84	Mt. SS
19.	25-01-85	Dundas Dist
20.	31-03-84	Scott Park SS
21.	29-08-84	Westdale SS
22.	10-07-84	Mt. SS
23.	18-09-84	SJAM SS
24.	19-05-84	Champs
25.	01-06-84	POW
26.	24-09-84	Barton SS
27.	01-08-84	SJAM SS
28.	03-07-84	SJAM SS
29.	20-12-84	MacNab SS
30.	22-08-84	Delta Woodview (Hillcrest)
31.	18-03-84	Highland SS
32.	13-08-84	Mt SS
33.	12-07-84	Glendale SS
34.	24-10-84	CHAMPS
35.	20-11-84	Ancaster Sr

6-19

Listing of Students and Secondary Schools

<u>1998-1999</u>	<u>D.O.B.</u>	<u>Term I</u> <u>1999-2000</u>	<u>Term II</u> <u>2000</u>	<u>Exit</u>
Ancaster High				
1.	20-04-83	---	---	Ancaster H SS
Barton				
2.	29-09-84	YES	YES	
3.	30-09-83	YES	---	
4.	24-09-83	YES	YES	
Delta				
5.	22-11-83	YES	---	
6.	03-06-83	---	---	Delta
7.	12-09-83	YES	---	Delta
8.	18-04-83	---	---	Phoenix*
9.	24-05-83	---	---	Delta Working
Glendale				
10.	17-09-83	YES	---	
11.	28-07-83	---	---	Glendale
12.	16-05-83	---	---	Glendale*
13.	12-08-83	YES	---	
14.	12-07-84	YES	YES	
Highland				
15.	25-08-83	---	---	Highland
16.	18-03-84	YES	YES	
Hill Park				
17.	25-09-83	---	---	Lawrence*
18.	11-09-83	---	---	Hill Park
19.	20-08-84	YES	YES	
Lawrence Alter Ed				
20.	21-09-83	YES	---	Lawrence*
Mountain				
21.	10-08-84	YES	YES	
22.	21-09-83	---	---	
23.	26-05-84	YES	YES	
24.	19-10-83	YES	---	Mountain
25.	10-07-84	YES	YES	
26.	07-08-83	---	---	
27.	02-06-83	---	---	
28.	13-08-84	YES	YES	
29.	02-11-83	Yes	---	Mountain
30.	09-09-83	---	---	Mountain*
Parkside High				
31.	03-08-93	-	-	Expelled

6-20

<u>1998-1999</u>	<u>D.O.B.</u>	<u>Term I</u> <u>1999-2000</u>	<u>Term II</u> <u>2000</u>	
Parkview				
32.	23-02-83	---	---	Working
33.	07-11-83	YES	---	Parkview
34.	04-03-84	YES	YES	
35.	16-05-83	---	---	Parkview
36.	28-05-83	---	---	Working
37.	22-06-83	---	---	Working
38.	16-08-83	---	---	
39.	07-07-83	---	---	
40.	29-06-83	---	---	
41.	02-12-82	---	---	Working*
42.	25-12-83	YES	---	
43.	15-10-83	YES	---	
44.	03-03-83	---	---	Working*
Saltfleet				
45.	08-05-84	---	---	Saltfleet*
Scott Park				
46.	14-05-84	YES	YES	
47.	01-04-84	YES	YES	
48.	04-10-83	YES	---	Scott Park
49.	10-08-83	YES	---	Scott Park
50.	21-11-83	YES	---	Scott Park
51.	31-03-84	YES	YES	
52.	07-04-83	---	---	Scott Park
53.	12-03-84	YES	---	
54.	14-09-83	YES	---	Cathedral
Sherwood				
55.	26-03-83	---	---	Sherwood
Sir Allan MacNab				
56.	01-05-83	---	---	Working*
57.	16-10-83	YES	---	
58.	25-06-83	---	---	
59.	20-12-84	YES	YES	
Sir John A MacDonald				
60.	12-11-84	YES	YES	
61.	19-12-83	YES	YES	
62.	28-06-83	---	---	Working
63.	01-02-84	YES	---	Scott Park
64.	28-05-84	---	---	Moved
65.	13-01-84	YES	---	SJAM
66.	19-04-84	YES	YES	
67.	16-12-82	---	---	Phoenix*
68.	18-09-84	YES	YES	
69.	12-03-83	---	---	Working
70.	14-01-83	---	---	CAS*
71.	23-01-83	---	---	Working*
72.	28-10-83	YES	---	Lawrence*
73.	01-08-84	YES	YES	
74.	17-11-83	---	---	Scott Park
75.	03-07-84	YES	YES	
76.	08-03-83	---	---	Working*

6-21

<u>1998-1999</u>	<u>D.O.B.</u>	<u>Term 1</u> <u>1999-2000</u>	<u>Term 11</u> <u>2000</u>	<u>Exit</u>
Sir Winston Churchill				
77.	15-03-83	---	---	Working*
78.	31-10-83	YES	---	SWC
79.	26-04-84	YES	YES	
80.	02-04-84	YES	YES	
81.	11-04-83	---	---	Working
82.	05-05-83	---	---	
83.	20-07-83	---	---	SWC
Waterdown				
84.	11-07-83	---	---	Waterdown*
Westdale				
85.	15-06-84	YES	YES	
86.	29-08-84	YES	YES	
87.	11-09-83	YES	---	Westdale
88.	27-01-84	YES	---	Westdale
89.	12-10-83	---	---	Moved
Westmount				
90.	12-10-98	---	---	Westmount
Special Cases				
91.	Marking for Kathie Hibbons			
92.	Last year student 1997-98 work handed in Sept			

Listing of Students and Elementary Schools

<u>1998-1999</u>	<u>D.O.B.</u>	<u>Term 1</u> <u>1999-2000</u>	<u>Term 11</u> <u>2000</u>	<u>Exit</u>
ACES				
93.	10-08-84	YES	YES	
94.	04-01-84	YES	---	
95.	24-05-83	---	---	
Ancaster Sr				
96.	20-11-84	YES	YES	
Bennetto				
97.	12-04-85	YES	YES	
CHAMPS/Saltfleet				
98.	19-05-84	YES	YES	
CHAMPS/Ancaster Sr				
99.	24-10-84	YES	YES	
Dundas Dist				
100.	25-01-85	YES	YES	
Elizabeth Bagshaw				
101.	04-11-83	YES		
Glen Brae				
102.	26-06-83	---	---	Glendale

6-22

<u>1998-1999</u>	<u>D.O.B.</u>	<u>Term I</u> <u>1999-2000</u>	<u>Term II</u> <u>2000</u>	<u>Exit</u>
Hillcrest/Delta/Woodview				
103.	22-08-84	YES	YES	Woodview*
Lawfield				
104.	04-01-85	YES	YES	
Prince of Wales				
105.	01-06-84	YES	YES	
Queen Mary				
106.	16-12-83	YES	---	
Tweedsmuir				
107.	02-10-83	YES	---	SJAM*
Viscount				
108.	02-11-82	---	---	Working*

* Indicates a combination of home school and or paid employment in cooperation with the SALEP Center.
Expect 63 returning students based on initial information and discussions with them.

SALEP COMMITTEE DATES
1999 - 2000

CENTRAL SALEP COMMITTEE

<i>Date</i>	<i>Time</i>	<i>Chair</i>	<i>Committee</i>
<i>Thursday, September 16, 1999</i>	<i>9:00 am</i>	<i>Joe Rogers</i>	<i>All</i>
<i>Thursday, January 20, 2000</i>	<i>"</i>	<i>"</i>	<i>"</i>
<i>Thursday, June 22, 2000</i>	<i>"</i>	<i>"</i>	<i>"</i>

SALEP - WEST COMMITTEE HEARINGS

<i>Date</i>	<i>Time</i>	<i>Trustee</i>	<i>Superintendent/ Community Rep</i>
<i>Monday, September 20, 1999</i>	<i>1:00 pm</i>	<i>Heather Bullock</i>	<i>Ken Waters Chris Cutler Elizabeth Szkodziak (Kim Gibson- Chalmers)</i>
<i>Monday, October 18, 1999</i>	<i>"</i>	<i>Judith Bishop</i>	<i>"</i>
<i>Monday, November 15, 1999</i>	<i>"</i>	<i>Judith Bishop</i>	<i>"</i>
<i>Monday, December 6, 1999</i>	<i>"</i>	<i>Heather Bullock</i>	<i>"</i>
<i>Monday, January 17, 2000</i>	<i>"</i>	<i>Heather Bullock</i>	<i>"</i>
<i>Monday, February 14, 2000</i>	<i>"</i>	<i>Judith Bishop</i>	<i>"</i>
<i>Monday, March 6, 2000</i>	<i>"</i>	<i>Heather Bullock</i>	<i>"</i>
<i>Monday, April 10, 2000</i>	<i>"</i>	<i>Judith Bishop</i>	<i>"</i>
<i>Monday, May 1, 2000</i>	<i>"</i>	<i>Heather Bullock</i>	<i>"</i>
<i>Monday, May 29, 2000</i>	<i>"</i>	<i>Judith Bishop</i>	<i>"</i>
<i>Monday, June 12, 2000</i>	<i>"</i>	<i>Heather Bullock</i>	<i>"</i>

SALEP - EAST COMMITTEE HEARINGS

<i>Date</i>	<i>Time</i>	<i>Trustee</i>	<i>Superintendent/ Community Rep</i>
<i>Monday, October 4, 1999</i>	<i>1:00 pm</i>	<i>Joe Rogers</i>	<i>Elizabeth Bond Fiona Weir Kristy Keeber (Ted Ridley)</i>
<i>Monday, November 1, 1999</i>	<i>"</i>	<i>Lillian Orban</i>	<i>"</i>
<i>Monday, November 22, 1999</i>	<i>"</i>	<i>Joe Rogers</i>	<i>"</i>
<i>Monday, December 20, 1999</i>	<i>"</i>	<i>Lillian Orban</i>	<i>"</i>
<i>Monday, January 31, 2000</i>	<i>"</i>	<i>Joe Rogers</i>	<i>"</i>
<i>Monday, February 28, 2000</i>	<i>"</i>	<i>Lillian Orban</i>	<i>"</i>
<i>Monday, April 3, 2000</i>	<i>"</i>	<i>Joe Rogers</i>	<i>"</i>
<i>Monday, April 17, 2000</i>	<i>"</i>	<i>Lillian Orban</i>	<i>"</i>
<i>Monday, May 15, 2000</i>	<i>"</i>	<i>Joe Rogers</i>	<i>"</i>
<i>Monday June 5, 2000</i>	<i>"</i>	<i>Lillian Orban</i>	<i>"</i>

Superintendent Alternate:

The Other Superintendent or Marguerite Botting

1999 10 07

#7

TO: Merv Matier, Director of Education
FROM: P. Gillie, Superintendent of Education
RE: Proposed School Year Calendar for 2000- 2001

Approved for distribution
by the Director.

Signature: _____

Date: _____

Preliminary Information

RECOMMENDATIONS:

1. Moved by _____ that instructional days for students in the 2000 - 2001 School Year commence on Tuesday September 5, 2000 , the day following Labour Day.
2. Moved by _____ that the Proposed School Year Calendar for Elementary and Secondary Schools be circulated for input and review by the School Year Calendar Committee, and recommendations for the 2000 - 2001 School Year Calendar be brought to the Board by March 2000.

RATIONALE:

1. Executive Council has reviewed the Ministry details for the 2000 - 2001 School Year and recommends establishing the commencement of instruction for students. In the 2000 - 2001 School Year there are 195 days between September 5, 2000 and June 29, 2001. The Proposed Calendar is 195 days. Regulation 304 requires a minimum of 194 school days to be comprised of at least 190 instructional days and up to 4 Professional Activity days. No more than 10 examination days may be scheduled in the school year. All holidays and break periods are already determined. (see attachment).
2. The establishment of the commencement of instructional days for students for the 2000 - 2001 School Year sets the key factor for planning the calendar. Establishing this aspect of the calendar at this early date gives appropriate notice to parents and direction to the Calendar Committee.
3. The schedule of Professional Activity Days and the Examination Schedule need to be reviewed by the Calendar Committee after receiving input from the system.
4. The School Year Calendar Committee has been composed of representation from amongst staff and parent groups in the Board. The following groups have made up the Committee in the last several years. Each group would be invited to designate a representative to participate on the Committee and provide input on behalf of the respective group. The Board may want to indicate other groups to include.

Superintendents (Chair)
Trustees
Elementary Principals
Secondary Principals
School Councils

Home and School
Elementary Teachers
Secondary Teachers
Other Union Groups

ATTACHMENTS:

- ☐ School Year Calendar 1998 -1999 to 2003-2004 from the Ministry website
- ☐ Proposed School Year Calendars 2000 - 2001 for Elementary and Secondary

School Year Calendar 1998-1999 to 2003-2004



For information on school years prior to 1998-1999, please see School Year and School Holidays, 1994-1995 to 1998-1999.

1. The following charts are provided for the guidance of school board officials in the preparation of school year calendars. School boards are required to prepare, adopt, and submit to the Ministry of Education and Training, on or before May 1st of each year, the school year calendar(s) to be followed in the next school year.
2. The school year calendars must be completed in accordance with the *Education Act* and Regulation 304, School Year Calendar. Where a board wishes to adopt a school year calendar *that is different from the requirements* in section 2 of the regulation, the board shall submit the proposed school year calendar to the Ministry of Education and Training for approval on or before March 1st of the preceding school year.
3. A school year shall include a minimum of 194 school days to be comprised of at least 190 instructional days and up to 4 Professional Activity days. No more than 10 examination days may be scheduled in the school year.

SCHOOL DAYS

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Total number of school days available (Sept. 1 - June 30)	197	198	197	195	195	198
Minimum number of school days required by regulation	194	194	194	194	194	194

SCHOOL HOLIDAYS

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Labour Day	Sept. 7	Sept. 6	Sept. 4	Sept. 3	Sept. 2	Sept. 1
Thanksgiving Day	Oct. 12	Oct. 11	Oct. 9	Oct. 8	Oct. 14	Oct. 13
Christmas break (inclusive)	Dec. 21 - Jan. 1	Dec. 20 - 31	Dec. 25 - Jan. 5	Dec 24 - Jan. 4	Dec. 23 - Jan. 3	Dec. 22 - Jan. 2
Mid-Winter break (inclusive)	Mar. 15-19	Mar. 13-17	Mar. 12-16	Mar. 11-15	Mar. 10-14	Mar. 15-19
Good Friday	April 2	April 21	April 13	March 29	April 18	April 9
Easter Monday	April 5	April 24	April 16	April 1	April 21	April 12
Victoria Day	May 24	May 22	May 21	May 20	May 19	May 24

Proposed School Year Calendar - 2000 - 2001 - ELEMENTARY

Legend: H - Statutory School Holiday
E - Scheduled Examination Day
P - Professional Activity Day

[illegible]

Proposed School Year Calendar - 2000 - 2001 - SECONDARY

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day

MONTH	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Exam Days	1st Week							2nd Week							3rd Week							4th Week							5th Week								
				M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
September		19						1				H	4	5	6	7	8		11	12	13	14	15			18	19	20	21	22			25	26	27	28	29			
October		21		2	3	4	5	6				H	9	10	11	12	13		16	17	18	19	20			23	24	25	26	27			30	31						
November		22			1	2	3						6	7	8	9	10		13	14	15	16	17			20	21	22	23	24			27	28	29	30				
December		16						1					4	5	6	7	8		11	12	13	14	15			18	19	20	21	22			25	26	27	28	29	30		
January		13	5	1	2	3	4	5					8	9	10	11	12		15	16	17	18	19			22	23	24	25	26			29	30	31					
February	2	18						1	2				5	6	7	8	9		12	13	14	15	16			19	20	21	22	23			26	27	28					
March		17						1	2				5	6	7	8	9		12	13	14	15	16			19	20	21	22	23			26	27	28	29	30			
April		19											9	10	11	12	13		16	17	18	19	20			23	24	25	26	27			30							
May		22						1	2	3	4			7	8	9	10	11		14	15	16	17	18			21	22	23	24	25			28	29	30	31			
June	2	14	5										4	5	6	7	8		11	12	13	14	15			18	19	20	21	22			25	26	27	28	29	30		
Total	4	181	10	Total days in the calendar = 195																																				

Total days in the calendar = 195

SEMESTER BREAKDOWN

SEM. I	September 5 to February 2	91 (I) + 5 (E) + 2 (PA) = 98 days
SEM. II	February 5 to June 29	90 (I) = 5 (E) = 2 (PA) = 97 days
	Total	195

40

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

M E M O R A N D U M

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 1999 09 30

RE: **SOCIAL WORK SURVEY**

Approved for distribution
by the Director,

Signature: M. Matier

Date: Sept-30/99

RECOMMENDATION:

Moved by _____, that the Social Work Survey
be received for information.

This document has been prepared in response to a Board request to review the Social Work Service delivery model given the changes that were implemented September, 1998. The changes in the model were to provide a system-wide network with levels that as much as possible made every attempt to correlate to a school's level of need.

Social Work department members are a valuable human resource that must be deployed in an efficient and responsive manner. This survey is a "first reading" of the changes and has dictated some further changes to allow a better fit of Social Work support to school level of need.

The anticipated Compensatory Education Review will be an important component. The Compensatory Education Review Committee will likely measure the level of school need through the objective measures of school and community statistics. This important information can be complemented with the data that the Social Work department can provide:

- a) Social Work Survey
- b) Social Work Services Year-End Report
- c) 1999-2000 Accumulated Data.

Also attached to the report are the recommendations generated through the Superintendents of Education meeting as well as the Social Work department members. These recommendations reflect the insights and interpretations of the data given within the survey.

We are grateful for the time Principals and school staff provided as the survey was detailed. Through their efforts we have a significant information base from which to build an accurate picture of school need profiles.



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092
FAX: (905) 521-2512

Instructional Services

Memorandum

To: Education Committee

From: Marguerite Botting, Superintendent of Instructional Services
Malcolm Powell, Supervisor, Social Work Services

Date: 1999.09.24

Re: *Social Work Survey*

Please find attached a copy of the Social Work Survey results.

In June 1999 the results were reviewed by Social Work Services. In summary their response was:

- while it was positive that so many schools valued, used, and needed social work services, the frustration is that the demands exceed the resources; it was agreed that the department would request additional human resources;
- in order to better meet the needs of some schools assignments, level of needs and workload should be reviewed; this was done and some adjustments were made;
- no major revision to the model should be made until there is further review and clarification about levels of needs in the school; in particular, social work is hoping to participate in the "comp ed" review process which will help to provide information and direction;
- further discussion and decisions will be undertaken over the next year regarding:
 - a clear role description and function
 - geographic assignments based upon area
 - clear referral criteria
 - level of support to "alternative" education
 - the level of service to "on call" schools
 - the type and allocation of human resources to social work services
- further clarification needs to be provided to principals regarding social work time (e.g. higher needs schools receive more service); and
- the survey results need to be reviewed by the Board and principals.

8-2

Education Committee Memo (1999.09.24) Social Work Survey

In June 1999 the survey results were shared at Executive Council. They recommended that there be further review at a September Supervisory Officers' meeting.

On September 9, 1999 SOE discussed the survey which included the following comments:

- need for a clear role description and a better understanding of a social worker's duties and tasks including time spent with families, students, schools, community agencies, and administration; this will help to define the social work function in an education setting; and
- there should be an examination of alternative ways of meeting the needs (e.g. "on call" schools, other types of staffing such as CYW's, community partnerships).

As a result of the survey, we will:

1. review, refine, and finalize the draft social worker role description with the help of stakeholders; this will provide clarity regarding the social worker duties, tasks, time, and function;
2. gather further information to accurately assess the needs of schools by gathering data from schools, the community, and participating in the "comp ed" review;
3. review other human resources and ideas to determine if they would be helpful to meet the needs; and
4. based upon the above information and action, the social work delivery model will be finalized for September 2000.

Education Committee-SW Survey

/a

encl. 1



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092
FAX: (905) 521-2538

Instructional Services

MEMO

To: Marguerite Botting, Superintendent Instructional Services

From: Malcolm Powell, Supervisor, Social Work Services

Date: June 24, 1999

Subject: *Social Work Survey Results*

On August 27, 1998 the Education Committee and the Board approved the Social Work Services Delivery Model and directed that it be reviewed through system input over the next two years. In addition, I committed to a future presentation to the Board.

Therefore, on March 12, 1999 a survey (attached) was sent out to the system (elementary, secondary, alter ed, social workers, and supervisory officers) for feedback.

Executive Summary

The attached results of the survey are broken down by elementary (97 responses including alter ed), secondary (21 responses including alter ed), supervisory officers (5 responses), and social worker (21 responses). In addition, the Compensatory Education Schools submitted a separate group response, which is also appended. As I am sure you can appreciate, it was extremely difficult to compile the results. For instance, 3 schools each submitted more than 10 individual responses; this had to be compiled as one result before it could be incorporated into the "whole" response consisting of over 144 responses. Dorothy Anderson data based all of the responses. A subcommittee of social workers compiled the attached information:

- where elementary schools made similar comment 3 or more times it was included; and
- where secondary schools made a similar comment twice it was included.

The following will provide a summary of the results:

Question 1 We believe that our school utilizes the Board's social work services.

- ☐ An overwhelming number of schools believe that they use social work services.
- | | |
|-------------------|-----|
| Strongly Agree | 100 |
| Somewhat Agree | 1 |
| Somewhat Disagree | 15 |
| Strongly Disagree | 2 |
- ☐ Only about 10 schools indicated they felt there was a low need in their school and would be willing to be "low priority" or "on call".
- ☐ The social workers view was that the schools use social work services extensively.
- | | |
|----------------|----|
| Strongly Agree | 18 |
| Somewhat Agree | 3 |

Question 2 *We are satisfied with the amount of social work allocation.*

- ☐ There was a wide range of responses to this question by schools.
- | | |
|-------------------|----|
| Strongly Agree | 26 |
| Somewhat Agree | 28 |
| Somewhat Disagree | 22 |
| Strongly Disagree | 43 |
- ☐ 62 schools indicated that they needed more social work time (a few more indicated that they would like more time).
- ☐ The social workers (reflecting the school needs and demands) had a split reaction.
- | | |
|----------|----|
| Agree | 8 |
| Disagree | 13 |

Question 3 *We are satisfied with the current model of social work delivery.*

- ☐ Again, there was a split opinion (although secondary was more strongly in favour).
- | | |
|-------------------|----|
| Strongly Agree | 36 |
| Somewhat Agree | 29 |
| Somewhat Disagree | 19 |
| Strongly Disagree | 38 |
- ☐ Again, the comments reflected those schools who felt they had more needs and therefore deserved more social work time. This included all areas of the board including the comp ed designated schools.
- ☐ The social workers were also split on the model.
- | | |
|----------|----|
| Agree | 12 |
| Disagree | 9 |

Question 3 (a) *List your view of the strengths of the model.*

Elementary Schools:

- ☐ professional/highly skilled social workers
- ☐ access to social work services
- ☐ expertise with families and community liaison

Secondary Schools:

- ☐ excellent competent social workers
- ☐ support to schools

Social Workers:

- ☐ system access to social work services

Question 3(b) *List your views of the limitation of the model.*

Elementary Schools:

- ☐ high needs schools need more support
- ☐ insufficient number of social workers for number of schools
- ☐ need for more service

Secondary Schools:

- ☐ need for more social work service
- ☐ social workers have too many schools

Social Workers:

- ☐ not enough time to meet the needs of children
- ☐ schools (many) need more social work service/time

Question 3(c) What would you propose as solutions?**Elementary Schools:**

- ☐ social work assignments based upon need
- ☐ hire more social workers
- ☐ family/cluster of schools model

Compensatory Ed Schools:

- ☐ cluster of schools (5 social workers to County East, County West; 5 social workers to Mountain; 10 social workers to City East and City West)

Secondary Schools:

- ☐ hire more social workers

Social Workers:

- ☐ hire more social workers
- ☐ inservice to principals, etc. re model/role
- ☐ adjust allocation
- ☐ management and trustees need to be more aware of the demands for social workers

Question 4 List the services that best meet needs.**Elementary Schools:**

- 1) support to parents (55+3)
- 2) individual counselling (+ attendance) to students (50+24)
- 3) refer to community/agencies (45)
- 4) consultation to staff & meetings (37+22)
- 5) groups (9 + 3)
- 6) crisis response (9)

Secondary Schools:

- 1) refer to programs/agencies/services (3+7+8+1)
- 2) individual counselling (12+9)
- 3) support to parents (8)
- 4) consultation to staff & meetings (6+1+2+1)
- 5) group work (2 + 1)

Social Workers:

- 1) consultation to schools and parents
- 2) liaison/referral with community services & agencies
- 3) individual counselling
- 4) group work
- 5) crisis response/intervention
- 6) attendance cases
- 7) behaviour management strategies

Question 5 Additional comments/observations.**Elementary Schools:**

- ☐ social workers are skilled and valued
- ☐ need more social work services
- ☐ allocate to higher needs

Secondary Schools:

- ☐ appreciate social work expertise

Social Workers:

- ☐ adjust groups but premature to change model
- ☐ high level of demands makes it difficult to offer meaningful service

Observations

The following are some comments and observations based upon the survey responses:

- ☐ almost all schools in the Board use social work services;
- ☐ 10-15 schools may be willing to be "on call" as long as they know who "their" social worker is. Social Work Services are valued by almost all schools;
- ☐ 62 schools want more social work service including most compensatory education schools; except for the 10-15 schools mentioned above the rest are clear about needing the same level of service;
- ☐ the system is not clear that this year's service (98/99) was allocated on a differentiated basis: high needs schools did receive more service including comp ed schools; some lower needs schools saw their social worker every other week, once a month or even less frequently (on call);
- ☐ schools have more need for social work services than can be met; the challenge is to "manage" the needs appropriately within the given resources;
- ☐ the model was supported by the majority of schools; however, there were a large number of schools who disagreed with the model based upon their needs - they want more service. The comp ed schools have had a significant reduction in service; however a significant number of other schools (non comp ed) didn't like the model because it didn't provide them with enough service. There were even a very few schools who disagreed with the model and were sympathetic to the loss of service for the comp ed schools;
- ☐ many schools have requested more social workers and more social work time and services;
- ☐ the comp ed proposal based upon "clustering" the social workers and allocating numbers according to the board clusters has some strength and limitations: the strengths include "community" familiarity, somewhat less travel for some social workers, distribution by perceived need; the limitations include generalizations about the need in one "cluster" over another, the manageability of clustering higher needs schools, increased travel by some social workers, perceived "role" of social worker, elementary/secondary funding model implications, implications for reducing or cutting system responsibilities for alter ed, BRT, and SALEP; and
- ☐ the schools value the professional social work support for consultation, consultation to families, individual work with students and community linkages.

Recommendations

1. The model remain the same for 1999 – 2000.
2. The assignments be adjusted to enhance the delivery and level of service.
3. The Board hire more social workers to meet the unique demands of the Board and community.
4. The Board receive this report for information in September 1999.
5. The system receive this report for information in September 1999.
6. Provide information to principals (and others) on the model, allocation, and role of social work services in September 1999.
7. The model continue to be reviewed over the next school year.

#9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Merv Matier, Director of Education
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 1999 09 30
RE: SOCIAL WORK SERVICES YEAR- END REPORT

Approved for distribution
by the Director.

Signature: M. Matier

Date: Sept 30 / 99

RECOMMENDATION:

Moved by _____, that the Social Work Services Year-End Report be received for information.

Malcolm Powell, as Supervisor for Social Work Services has traditionally developed a Year-End Report for the Social Work department members' support to the system. It is my belief that this is an important practice which demonstrates accountability for support services, therefore, Malcolm's tradition will continue within the amalgamated Board. In fact, both Psychological and Communication Services will present their Year-End Reports at the next Education Committee meeting.

The Year-End Report is partnered with the Social Work Survey to provide Trustees with a complete picture of the Social Work Services support base through the 1998-1999 school year.

The Social Work department has had a daunting task, as there were many schools who were receiving support for the first time. With new staff to meet, new practices and procedures to follow, department members responded readily to their first priority, the needs of students. It is apparent that our schools, our families and our system highly value the support service.

9-1

The Hamilton-Wentworth District School Board
Instructional Services

Social Work Services

Year-End Report *Highlight Summary* *1998 - 1999*



9-2
SOCIAL WORK SERVICES
YEAR END REPORT
1998 - 1999

This report highlights the activity provided through Social Work Services of The Hamilton-Wentworth District School Board.

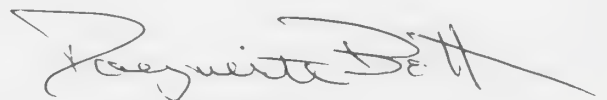
- Services were provided to students (and their families and teachers) who were experiencing social, emotional, behavioural and attendance difficulties, which was impacting upon their schooling and educational experience.
- Social workers provide a wide range of services to schools. These include consultations (parents, students, staff) direct casework, school and system team meetings, alternative education support, community referral, program development group work, staff inservice and linkages to community agencies.
- The teacher and social worker in the Behaviour Resource Team (BRT) provided assessments and made recommendations regarding particular students experiencing behavioural problems in the classroom. The Educational Assistant on the BRT implemented strategies in selected classrooms jointly with the teacher of that classroom.
- The social worker and teacher at the SALEP Centre provided academic programming and counselling services to at-risk 14-15 year old students at a central site; this was further enhanced by a grant from Human Resources Development Canada (HRDC) which dramatically improved our computer capabilities and provided us with two job coaches to provide work experiences for students.
- The Child & Youth worker at the CHAMPS Program (altered behavioural program) in a team with the teacher and educational assistant, provided individual and group support to the students in the program.
- The consulting psychiatrist provided consultation sessions to a variety of schools in the Board.
- A social worker and teacher are running a pilot program for non-attenders at Tweedsmuir School financed by HRDC; this program will run until April 2000.

With amalgamation, it has been a year of constant change, new forms, new procedures, new policies, new locations, new conditions, new understandings, new.... Most importantly for us it was a new model of social work services - its delivery and assignments. The new model was to provide social work access to all schools; this was accomplished. The delivery was to provide a full range of service based upon system needs, school needs, and negotiation for type of service. Within a broad framework, each social worker/staff member is responsible for managing the work and setting priorities with school staff, their students and families. Assignments were based on a mixture of high/medium/low needs schools, a mixture of city and county schools, an equitable population base, and input from social work staff; this planning was to allow the "assignment" to be manageable and to allow those schools with higher needs to have more service and to provide a variety of experiences. In March/April of 1999 the social workers developed a system survey in order to receive feedback. The results of the survey are available; in summary they indicated a need for more service with an appreciation for the social work service available to the schools. Based upon the feedback, the assignments were reviewed and for this year a few adjustments were made. As indicated to the Board in August 1998, it will "take a couple of years to fully implement the changes; however, we will be responsive to the needs of the students and the teachers who teach those students". The demand for social worker services is clearly delineated in the survey as reported by school staff, in the referral numbers, and in the perception of the social workers. The challenge to all of us as a Board and as Social Work Services will be how we meet the demands to support for the education of students in the Board.

I would like to take this opportunity to thank all of the staff in the department - social workers, teachers, educational assistant, child & youth worker, for their dedication to the ethics and principles of social work to their professionalism and to their strong support to teachers, students, and their families. It has not been an easy year but they have made it a good year.



Malcolm Powell
Supervisor, Social Work Services



Marguerite Botting
Superintendent of Instructional Services

Prepared by: Dorothy Anderson, Secretary, Social Work Services

9-3 HIGHLIGHTS

- Provided social work services to over 120 students (cases and consultations) providing individual, group, family and/or staff support. The social workers' activity included 22,741 school contacts, 16,704 family contacts, and 14,223 collateral contacts.
- Co-ordinated the SALEP process and provided service to over 120 students and their families through the SALEP Centre and individual social worker monitoring.
- Provided specialized behavioural management support through the Behaviour Resource Team supporting 103 student referrals, 289 consultations, and 428 students in classroom intervention programming.
- Coordinated the Board's consulting child psychiatrist.
- Provided immediate response to schools' requests for assistance in times of crisis, tragic events, or emergencies.
- Partnered with HRDC to create two new initiatives at the SALEP Centre and Tweedsmuir School. The grants from HRDC amounted to over \$340,000 and allowed for 4 additional staff, extensive computer hardware/software, and supplies.
- Other Partnerships include Child & Adolescent Services, Big Brothers, Chedoke Child & Family, Community Child Abuse Council, Women's Shelters, Hamilton-Wentworth Regional Police, Probation, Region.
- Social Work Survey of all schools in April 1999 to receive feedback on the new social work model.
- Supported Board/System/School initiatives and projects:
 - Anti-racism
 - Vocational education review, Secondary School Reform
 - Peer Mediation Project - partnered with Chedoke Child & Family, HHSC
 - Big Brothers Promise Scholarships
 - Big Brothers Mentoring
 - Tri Board - PHN Liaison Committee
 - Brock Teacher Candidates Inservice (Briarwood Campus)
 - Workshops/Inservices for students, staff, parents on a variety of issues
 - Supported the distribution of Crisis Response Materials to all schools
 - Revision of Board Shelter Protocol with assistance of Kathie Hibbins
 - September Board Report Information
 - Apollo Program - HRDC partnership at Tweedsmuir School
 - SALEP Centre Work Skills Program - HRDC partnership
 - Regional Disaster Emergency Response commitment
 - Dating Violence Prevention Initiative in Flamborough
- Supported Community Linkages:
 - Board/Community Child Abuse Council initiatives
 - Council for Suicide Prevention
 - AATD Resource Team
 - AATD Central Referral Team
 - Pregnant and Parenting Teens Committee
 - Anger Management Working Group
 - Board/Hamilton-Wentworth Police Information Protocol
 - Board/Probation Information Protocol
 - Bereavement Network
 - Week of the Child Committee
 - Board/Hamilton-Wentworth Police Education Committee
 - OASW School Social Work Committee
 - Canadian Association of School Social Workers and Attendance Counsellors
 - Ontario Association for Attendance & Counselling Services
 - Ontario College of Social Work
 - Divorce and Separation Committee for Community Partnerships
 - Adolescent Needs Committee
 - LEAP
 - Canadian Centre for Studies of Children at Risk: "Keeping Score"
 - Child & Adolescent Services - new service model at Lake Avenue and Ballard Schools
 - Children's Corner Drop-In School Project
 - Liaison to Community Agencies (e.g. CAS, AATD, Child & Adolescent Services, Police)
 - Rounds at Chedoke

STATISTICAL HIGHLIGHTS 9-4

REFERRALS

Consultations	Parents, School Staff, Community Personnel	3,335
Cases	Attendance	399
	Behavioral/Emotional/ Social	927
	Alter - Ed (e.g. ACES, Phoenix, Try..)	270
	Groups: Students	285
	Groups: Parents	20
	Behaviour Resource Team Consults	289
	Behaviour Resource Team Cases	103
	Behaviour Resource Team Classroom Students	428
	Sub Total of Referrals	6,056
	Minus Duplicated/Overlapping Referrals	671
	Net Total Referrals	5,385

ACTIVITY

School Activity		
	Visits to Schools	6,584
	Staff Contacts at Schools	11,197
	Telephone Contacts to Schools	4,960
	Total	22,741

Child/Family Activity		
	Visits/Meetings /Sessions with child or family	9,503
	Telephone Contacts with child and or family	7,201
	Total	16,704

Collateral Activity	Anything other than direct school or child/family activity.	14,223
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GROUPS

Alter Ed	e.g.: PLM, Conflict Resolution, Social Skills, Life Skills	14 groups approx. 500 sessions
In School Groups	Separation Divorce, Peer Mediation Training, Temper Tamers, Anger Management, Social Skills	22
Parent	e.g.: Second Step, COPE, Parenting	3
SALEP	Conflict Resolution, Work Skills	2 types of groups with all students

SALEP Centre Credits	Total Students	106
	Credits Monitored	505
	Total Credits Recommended	204

Consulting Psychiatrist's consultations with schools	January 1999 to June 1999	17
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OTHER

System Child Abuse Reports	178
System Suspensions	5,107

9-5
Social Work Services
1998 - 1999

AE Alternative Education
unit school not attached

Malcolm Powell	Supervisor
Michelle Bates	Ancaster High, GET – AE, Sir John A Macdonald, Queen's Rangers, CHAMPS – AE, Roxborough Park
Darryl Byers/ Josie Falletta	King George, Rosedale, Parkdale, Woodward, Thornbrae, Vern Ames Huntington Park, Janet Lee, Billy Green
Elaine Colgan	Westdale, Hess/Central, Dalewood, Ryerson, Ancaster Senior, Fessenden, Glenwood,
Lesley Cunningham	Mountain, Barton, Sherwood, Highview, Beverly Central/Lynden, Dr Seaton/Sheffield
Rick Dorr	CHAMPS Program Child & Youth Worker
Vicki Earle	Saltfleet, Mount Albion, C B Stirling, Richard Beasley, Lisgar, Helen Detwiler, Ryckman's Corners, Franklin Road
Gail Glenny-Burke	Sir Allan MacNab, Gordon Price, Sanford, W H Ballard, Spencer Valley/Greenville, Millgrove
Heather Gregersen	Highland, Yorkview, Dundas Central, Chedoke, Bennetto, Buchanan Park, Holbrook, Seneca, Mountview
Tim Kaye	SALEP Centre
Maxine Lane	Tapleystown, Burkholder, Pauline Johnson, Sir Wilfred Laurier, Robert Land, Ridgemount, Bellmoore/Parkwood
Vince Martorelli	Behaviour Resource Team
Steve McCann	Parkview, Delta, Parkside, Hillcrest, A M Cunningham, Adelaide Hoodless Central Park
Anja Mennaman	Centennial, G L Armstrong, Norwood Park, Allenby/Earl Kitchener, Strathcona/George R Allan, Pleasant Valley/Dundana
Julie Morgan	Scott Park, Prince of Wales, R A Riddell, James MacDonald, Sherwood Heights Lincoln Alexander, Mount Hope/Bell-Stone
John Morris	Behaviour Resource Team Educational Assistant
Trish Muldowney-Brooks	Glendale, Queen Mary, Glen Brae, Glen Echo, Sir Isaac Brock, Collegiate, Winona
Dawn Mutton	Behaviour Resource Team Teacher
Eileen O'Shea	Orchard Park, Sir Winston Churchill, Lake Avenue, Hillsdale, Green Acres/R L Hyslop, Eastdale
Kate Power	Apollo Program (Tweedsmuir School) Human Resources Development Canada grant partnership
Susan Radford	Dr Davey, Lloyd George/, Fairfield, Memorial – HAM, Balaclava, Flamborough Centre, Guy Brown
Diane Sayers	Alternative Education Programs: Lawrence, ACES, Super
Randy Shiga	Hill Park, Waterdown, TRY – AE, Cardinal Heights, Queensdale/Linden Park Mary Hopkins
Margaret Tombolini	Viscount Montgomery, Elizabeth Bagshaw, Red Hill, Hampton Heights, Lawfield, Fernwood Park, Mountain View, Memorial (Stoney Creek)
Monica Vicencio	Phoenix, Tweedsmuir, Queen Victoria, Prince Philip, Peace Memorial Eastmount Park, Dundas District
Trimble, Warren	SALEP Centre Teacher
Jan Wynne	Westmount, Westwood, Westview, Gibson, Stinson, C H Bray, Grange, Rousseau

9-6
Social Work Services
1999 - 2000 Assignments

AE Alternative Education

* unit school not attached

Malcolm Powell	Supervisor
Michelle Bates	Ancaster High, GET – AE, Sir John A Macdonald, Queen's Rangers, CHAMPS – AE Balaclava, Flamborough Centre, Guy Brown
Susan Brooks	CHAMPS Program Child & Youth Worker
Darryl Byers: Sept-Dec Vicki Earle: Jan - June	Saltfleet, Mount Albion, Bellmoore/, Parkwood, Richard Beasley, Lisgar Helen Detwiler, Ryckman's Corners *, Franklin Road
Elaine Colgan	Westdale, Hess/Central, Dalewood, Ryerson, Ancaster Senior, Fessenden, Glenwood, C H Bray
Lesley Cunningham	Mountain, Barton, Sherwood, Highview, W H Ballard, Beverly Central*, Mount Hope
Josie Falletta	King George, Rosedale, Parkdale, Woodward, Thornbrae, Vern Ames Huntington Park, Janet Lee, Billy Green
Mark Felvus	SALEP Centre Job Coach/Counsellor Human Resources Development Canada grant partnership
Lori Fothergill	SALEP Centre Job Coach/Counsellor Human Resources Development Canada grant partnership
Gail Glenny-Burke	Sir Allan MacNab, Gordon Price, Sanford, Spencer Valley/Greensville, Millgrove Dr J Seaton/Sheffield, Lynden/*, Ridgemount
Heather Gregersen	Highland, Yorkview, Dundas Central, Chedoke, Buchanan Park, Holbrook, Seneca Mountview, Bennetto
Tim Kaye	SALEP Centre
Maxine Lane	Tapleystown, C B Stirling, Burkholder, Pauline Johnson, Sir Wilfred Laurier, Robert Land, Hampton Heights
Vince Martorelli	Behaviour Resource Team
Steve McCann	Parkview, Delta, Parkside, Hillcrest, A M Cunningham, Adelaide Hoodless Central Park
Irene McLean	Behaviour Resource Team Educational Assistant
Anja Mennaman	Centennial, G L Armstrong, Norwood Park, Allenby/Earl Kitchener, George R Allan/*, Pleasant Valley/Dundana
Julie Morgan	Scott Park, Prince of Wales, R A Riddell, James MacDonald*, Sherwood Heights Lincoln Alexander, Bell-Stone*
John Morris	Behaviour Resource Team Educational Assistant
Trish Muldowney-Brooks	Glendale, Queen Mary, Glen Brae, Glen Echo, Sir Isaac Brock, Collegiate, Winona
Dawn Mutton	Behaviour Resource Team Teacher
Eileen O'Shea	Orchard Park, Sir Winston Churchill, Hillsdale, Green Acres/R L Hyslop, Eastdale Memorial – S C
Kate Power	Apollo Program (Tweedsmuir School) Human Resources Development Canada grant partnership
Susan Radford	Dr Davey, Roxborough Park, Lloyd George/, Fairfield, Memorial – HAM
Diane Sayers	Alternative Education Programs: Lawrence, ACES, Super
Randy Shiga	Hill Park, Waterdown, TRY – AE, Cardinal Heights, Queensdale/Linden Park Mary Hopkins
Margaret Tombolini	Viscount Montgomery, Elizabeth Bagshaw, Red Hill, Lake Avenue Mountain View, Lawfield, Fernwood Park
Monica Vicencio	Phoenix, Tweedsmuir, Queen Victoria, Prince Philip, Peace Memorial Eastmount Park, Dundas District, Strathcona
David Wolfe: Sept. - Dec. Warren Trimble: Jan. - June	SALEP Centre Teacher
Jan Wynne	Westmount, Westwood, Westview, Gibson, Stinson, Grange/Maple Lane Rousseau

1999.09.19

/a

#10

October 7, 1999

To: Members of the Education Committee

From: Judith Bishop, Chair

Re: Request for Report – Music Program

Whereas the Board approved a report about instrumental music in the Spring and that concerns have been expressed about the music program in our elementary schools in the press, please be advised that it is my intent to place the following motion on the floor at the October 7, 1999 meeting of the Education Committee:

That the officials prepare a report on the status of the Music Programs in The Hamilton-Wentworth District School Board, specifically

(a) What schools in the City/County are offering instrumental music programs

(i) Grades 6-8

(ii) Grades 1-5

(b) How often is the program scheduled?

CAB ON HW W26

A350

1999

Hamilton Public Library

ADDITIONAL
INFORMATION FOR
THIS EVENING'S

MEETING OF THE
EDUCATION COMMITTEE

LOCAL MUNICIPAL

OCT 20 1999

INTERNET 41 1000

Open Agenda

ACTION ITEMS

- 8. *Social Work Survey – Pages 8-7 to 8-15*
- 8. *Social Work Survey, A Response from Compensatory
Education School – Pages 8-16 to 8-18*
- 11. *Staffing Report – Full-Time Equivalent Positions*

Please add this information to your agenda package.

EDUCATION COMMITTEE
1999 10 07

D. Grant clarified for one trustee that Option 2 would require 9.5 additional social workers. Based on the draft budget calculations, there are no funds available to accommodate any additional staff for this category.

When one member noted the absence of the role description for the position of social worker, M. Powell clarified that the emerging role will vary according to the student, school and program needs – the primary focus will be to assist the teachers and parents with the students' education.

M. Botting added that the role of the social worker will be reviewed and streamlined within the context of the whole Instructional Services Delivery model.


M. Powell clarified for one trustee that a survey of all schools (including social work staff), parents and students is facilitating the review of the Social Services Delivery model. The survey results will be shared with the Board as soon as it is available. It is anticipated that this model will be evaluated and all the required "fine tuning" completed within a two-year period.

Noting that no further funding allocation was made for social work staff, one member wondered if the learning opportunity grant which is based on four criteria (social assistance, population, provincial average on language and high adult dropout) could be used for social work expenditures in the future.

D. Grant commented that there are several ways to approach the budget, e.g. based on economic classification, program, etc. Using the program basis, an allocation for para-professional staff was provided for the 1998-99 stub year budget. Although the Ministry funding model did not provide for any specific percentage of spending on any budget category, the Budget staff listed all para-professional staffing (including social workers) under the Professional Category and made one allocation for that category during the budget review in June 1998.

One member expressed concerns with the serious need for a social worker at Robert Land School, particularly in measuring the success and failure of the school's programming. M. Powell acknowledged that school to be a "high-needs" school; however, there is a large number of other similar schools in the system – there are even schools with no social work support at all. The main focus at this time is to meet the requirements of all high needs schools by providing greater access to social work services and improved service to a larger number of schools and students.

Some members suggested that it may be beneficial to tap all available resources in the community, e.g. raising the issue with Members of Provincial Parliament (MPPs), partnerships with community agencies, use of learning resource teachers and encouraging more volunteers.

 **It was moved by J. Bishop: That the Social Services Delivery Model be based on a differentiated allocation recognizing student, program and school needs. This allocation is to be reviewed through system input on an annual basis.**

It was noted for the members that Option 1 is an attempt to meet the needs of all high needs schools based on the amount of funding allocated by the province for this purpose. Within this model, it is anticipated that every social worker will share equally with the load from these schools.

In reply to queries regarding travel time for social work staff with the new model, M. Powell assured the members that, given that staff will not necessarily be travelling to different schools in one day, there should be no loss of travel time and distance (except for emergency situations). In terms of mileage, there could be some increase given the number of schools to be covered. M. Powell noted further that all these factors will be considered in the review and evaluation of the Social Services Delivery model with a future report for presentation to the Board.



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

8-8

TELEPHONE: (905) 628-4194
FAX: (905) 628-1233

Instructional Services

Memorandum

To Principals
Alter Ed Teachers/Program Leaders
Supervisory Officers

From Marguerite Botting, Superintendent of Instructional Services
Malcolm Powell, Supervisor, Social Work Services

Subject Social Work Survey

Date March 12, 1999


On August 27, 1998, the Education Committee and the Board approved the Social Work Services Delivery Model and directed that it be reviewed throughout the system in each of the next two years. In addition, there will be a future report to the Board.

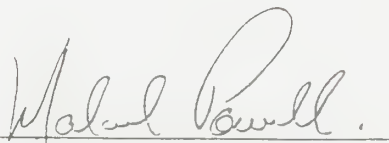
As a result, a committee of social workers with input from the entire social work staff have developed a brief survey. We realize that this is a busy time of year for you and your staff. However, your input and feedback are very important. The purpose of this survey is to review the current model of social work services delivery. This survey is not to evaluate individual social work practice but rather the MODEL of social work delivery. The information obtained will be used to review the effectiveness of this service to the whole system.

This survey is being sent to all principals, alter education programs and supervisory officers in the system. This is an opportunity for you and your staff to offer feedback and suggestions to the Social Work Services department. It is recommended that *all* staff have an opportunity to participate in this review.

Please complete the feedback and return to Malcolm Powell, 3rd Floor, Education Centre *by April 23th, 1999.*

Thank you for your co-operation and assistance.


Marguerite Botting


Malcolm Powell

School _____

1 *We believe that our school utilizes the Board's social work services:*

1	2	3	4
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

Comments

2 *We are satisfied with the amount of social work allocation:*

1	2	3	4
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

Comments

3 *We are satisfied with the current model of social work delivery:*

1	2	3	4
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

Comments

3(a) *Please list your views of the strengths of the current model:*

3(b) Please list your views of the limitations of the current model:

8-10

3(c) If you identified limitations to the current model, what would you propose as solutions?

4 Please list the social work services that have best met the needs of your schools during the 98/99 school year:

5 Please include any other additional comments/observations that have not been covered elsewhere in the above survey:

Supervisory Officer

Date

Thank you for your input and attention to this survey by April 23th, 1999.

Please return to:

Malcolm Powell, Supervisor Social Work Services
Education Centre, 3rd Floor, Social Work Services

1999.03.03

/da

Summary of Social Work Survey (Elementary Schools)

Total Submissions: 97

1 We believe that our school utilizes the Board's social work services:

(2)	(1)	(15)	(79)
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Average: 3.75			

Low Priority/On Call Basis: 10
 Service Appreciated: 22
 Was Used as Member of Team: 9
 Support for Staff: 10
 Support for Students/Families: 17
 Regular Visit/Contact: 4
 Valued Specific Services (eg attendance/behaviour): 4
 Firsyt time with support: 7
 Need More Service: 13
 Service Given Quickly: 3

2 We are satisfied with the amount of social work allocation:

(36)	(15)	(22)	(24)
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Average: 2.5			

Method/Model meets our Needs: 19
 More Service Required/Time not Sufficient to Meet Needs: 50
 Support has been Invaluable: 3
 Need More Time for Programs/Proactive Approach/Prevention: 8
 Need more SW: 3
 Essential Service: 5
 Some Schools Have More Needs: 4

3 We are satisfied with the current model of social work delivery:

(27)	(13)	(25)	(28)
NR = 4 Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Average: 2.6			

High needs sites deserve more service: 18
 Happy with the model, its flexibility, access for everyone: 23
 SW scattered "too thinly" have too many schools/caseloads too heavy: 11
 SW tries to service as many families as possible, however, more time needs to be allotted to schools: 12
 Not happy with the model: 9
 Cluster approach or family of schools should be considered: 7

3(a) *Please list your views of the strengths of the current model:*

No comment: 13
 Equity of Access: 26
 Professional/Highly Skilled SW: 19
 Regular contact to principals/staff/school: 13
 Accessible to SW: 10
 Regular scheduled day/continuity of 1 person: 15
 No strengths: 8
 Expertise in liaison with community resources/families: 15

3(b) *Please list your views of the limitations of the current model:*

Unavailable to talk direct to child (referral form process): 5
 Too much paperwork (bureaucracy): 8
 Lack of sufficient time to meet students: 31
 SW have too many schools: 14
 High needs schools need more time/support: 27
 Insufficient staff: 14
 Lack of opportunity for ongoing/regular contact with students: 10
 Lack of flexibility: 3
 Travel time: 9
 Reactive not proactive: 3
 Lack of availability in crisis: 8
 Too high caseload: 3
 No limitations to model: 4
 Lack of consistency/continuity: 5
 Prevents SW developing relationships with staff/community/community resources: 8
 Limited time available for preventative programs: 3
 SW should be assigned to clusters: 3
 SW should be full time for comp-ed schools: 3

3(c) *If you identified limitations to this model, what would you propose as solutions?*

SW assignment should be based on need: 35
 Family of schools/cluster/geographic model: 12
 Return to full time comp ed SW: 4
 Hire more SW/increase time/fewer schools: 32
 Lobby at Board/Ministry/more funding: 7

4 *Please list the social work services that have best met the needs of your school during the 98/99 school year:*

Provide individual counselling for students: 50
 Refer to community services/agencies: 45
 Behaviour Resource Team: 3
 Support/counselling for parents: 55
 Groups: 12
 Problem solving/discussion with staff: 37
 Attendance at team/system/school meetings: 22
 Crisis response: 9
 Mentoring program support: 4
 Staff inservice: 4
 Attendance Cases/issues: 21
 Process SALEP cases: 3
 Parent Inservice: 3
 Presentations to students/class support: 3

5 *Please include any other additional comments/observations that have not been covered elsewhere in the above survey:*

No comment: 42
 Highly skilled/wonderful/SW: 13
 SW stretched "too thin": 6
 Valued: 17
 Time allocated insufficient: 7
 Put where high needs are: 8
 More work for principal/secretary/staff now: 4

1999.05.21

/da

SCHOOL SOCIAL WORK DELIVERY MODEL SURVEY

SOCIAL WORK SERVICES

Summary of Social Work Survey (Secondary Schools)

Total submissions

1 We believe that our school utilizes the Board's social work services:

(0) Strongly Disagree (0) Somewhat Disagree (0) Somewhat Agree Strongly Agree

Average: 4

Excellent Communicator/Support Resource: 8

Liked SW as system/team member: 5

SW used Extensively & Accessible: 3

Good support to Students/Families: 3

Staff Unclear re Role: 1

2 We are satisfied with the amount of social work allocation:

(6) Strongly Disagree (6) Somewhat Disagree (6) Somewhat Agree Strongly Agree

Average: 2.2

More Time Needed: 12

SW is very heavily Used: 1

Meets Needs: 3

3 We are satisfied with the model of social work delivery:

(2) Strongly Disagree (4) Somewhat Disagree (7) Somewhat Agree Strongly Agree

Average: 3

We are happy with the continuity/c

High needs schools need more sw time

3(a) Please list your views of the

Availability/regular contact: 3

Excellent competent SW: 6

Team Concept: 5

Support to Special Program: 3

Home Visits: 3

3(b) Please list your views of the limitations of the current model:

Lack of time in schools: 8

Demands of other schools/meetings (ie IPRC's, etc.): 2

Lack of flexibility: 2

SW have too many schools: 10

Budget - need more staff: 2

Too much paperwork/referral process too complex: 2

Lack of consistency: 2

Lack of availability for crisis/prevention work: 2

Lack of knowledge about the model of delivery: 1

Unequal service to schools: 1

Caseload/workload too heavy: 1

Cluster of schools perhaps better: 1

SW should have regular "office" hours at school: 1

Travel time: 1

3(c) *If you identified limitations to this model, what would you propose as solutions?*

8-15

Need more SW: 8

Need more time: 3

Increase government funding: 2

Assign based on high needs: 2

Feeder/Cluster Model: 2

Eliminate "DARTS": 2

Alter Ed important: 1

Better communication of role: 1

More proactive planning: 1

4 *Please list the social work services that have best met the needs of your school during the 98/99 school year:*

Attendance at team meetings: 6

Attendance Counselling, working with truant students: 9

Counselling students: 12

Counselling for families: 8

Peer Mediation Training: 1

Refer to alter ed programs: 3

Process SALEP cases: 7

Refer to community agencies: 8

Dr Santa Barbara consults: 1

Attend IPRC: 1

Consult with staff: 2

Nutrition program: 1

Prepare students to re-enter regular school: 1

Group Work: 2

Classroom inservice: 1

PD for staff: 1

Problem Solve with staff: 1

5 *Please include any other additional comments/observations that have not been covered elsewhere in the above survey:*

No comment: 7

Protect schools which value SW: 2

Appreciate expertise: 4

1999.06.24

/a

8-16

From: "sward" <sward@hwdsb.on.ca>
To: WCBE.SMTP("mpowell@hwdsb.on.ca")
Date: 5/3/99 10:08am
Subject: Re: Response from Compensatory Ed. Schools -Reply

Good morning Malcolm

You requested the names of the schools currently designated as Compensatory Education sites. They are:

Bennetto
Centennial
Dr. Davey
Gibson
Hess
Hillcrest
Hillsdale
King George
Lloyd George
Parkdale
Prince of Wales
Queen Mary
Robert Land
Roxborough Park
Sanford Avenue
Stinson
Tweedsmuir

All schools participated in the discussions that led to the information you received. The committee that put the information together was: Margie Willett (Rox. Park), Marg Schneider (Bennetto), Wayne Joudrie and myself.

Susan Ward
Principal
Sanford Avenue School
sward@hwdsb.on.ca
Ph. (905) 528-8526 Fax (905) 528-8011

CC: WCBE.SMTP("wjoudrie@hwdsb.on.ca", "sward@hwdsb.on.c...)

Social Work Survey

A Reponse From Compensatory Education Schools

Social workers have been an integral part of the fabric of compensatory schools. They have counselled children and their parents, liaised with the various children's agencies and social services, and networked with others to provide the best opportunities for our less than privileged children to succeed. When the social work delivery model was changed, our schools lost more than an amount of time. We lost a valuable staff member and colleague. Our children and communities lost much more.

Here is a list of the programmes and support services that have either been lost or severely curtailed by the loss of full and half time social workers:

- breakfast and snack programmes
- home visits for attendance difficulties
- conferences with outside agencies
- social skills programmes
- organizing parents for head checks
- contact with Big Brother mentoring programmes
- crisis intervention
- suspension involvement
- camp placements
- Mom's groups
- corporate involvement in school activities
- Christmas baskets
- clothing exchange
- Kid Talk sessions
- parenting groups
- anger management
- YMCA Partners with Youth
- Greening project organization
- counselling of students and parents greatly reduced
- Remedial Team / IPRC involvement curtailed
- doctor contacts and letters

Some of the other difficulties seen with the current model include the organization of schools. In some instances we have three different social workers working with one family. That makes consistency of service and consultation much more difficult. Agency involvement is poorly coordinated. Police contacts are not consistently maintained.

We are also concerned for the physical and emotional needs of the workers themselves. Social workers are travelling almost daily, sometimes across the entire district. This increases their stress levels, making driving more hazardous, particularly in the wintertime. How is one to drive safely when your mind is on the problems you just left or the ones you are driving to face?

The fractured time spent in schools does not allow for a team effort. Teachers complain that they do not see the worker and the opportunity to build the trust needed to confide in them is not there.

As this review is conducted, principals of Compensatory Schools recognize that a total return to the Residential Model is not financially possible, however, a better organization of this resource needs to be given consideration.

We propose that there might be a place for both the residential and itinerant Social Worker. The schools with higher needs, identified by the extensive data already accumulated, would serve as the residential placement of the worker with itinerant support designated to schools with less need.

We suggest that the Social Worker be assigned to a cluster of schools, as other Board teams are now, and that the cluster determine the allocation of time. For example:

Sir Winston Churchill	(867)	
Hillcrest		(347)
Hillsdale		(262)
Viscount Montgomery	(446)	
Rosedale		(237)
Total: 2159 (2 high needs, 1 medium needs, 1 low needs)		

This would affect a better delivery of service - one that would be community-based and linked with public health and community agencies. It would decrease travel time and allow principals to know where the social worker was in a time of crisis.

In order to meet system needs, we propose that five (5) Social Workers be assigned to County West and County East to share, that five (5) be shared among the Mountain schools, and ten (10) be assigned to City East and City West. Certainly, by examining the data on poverty, crime, and suspension statistics, it is well documented that city schools have the greatest number of "At Risk" students.

The recent staffing allocation has once more taken from the Compensatory Schools. Learning Resource staff is now allocated by head count rather than by need and the built-in staffing extra has been reduced from 10% to 5%. Only through the return of Social Work services can the playing field be leveled for these students who live in poverty.

As a group, we will expect a response to our concerns as well as a copy of the survey results.

Compiled by: W. Joudrie, M. Willett, M. Schneider, S. Ward on behalf of the principals of Compensatory Education Schools.
Fall '98

#11

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution
by the Director.

Signature:

M. Matier

Date:

Oct 7/99

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources
Date: October 7, 1999
Re: Staffing Report – Full-Time Equivalent Positions

Recommended Action:

Moved by: _____

That the September, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of September, 1999.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

11-1

1999 ACTUALS														1999/00
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	BUDGET	
Teachers - Elementary	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,036.60				2,032.10	
Teachers - Secondary	1,201.84	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,208.75				1,210.40	
Teacher Assistants	374.00	375.00	375.00	382.00	382.00	382.00	382.00	382.00	355.50				355.50	
Professionals & Paraprofessionals	161.00	161.00	161.00	161.00	162.00	162.00	162.00	162.00	120.12				120.12	
School Administration	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	408.93				408.93	
Consultants & Special Assign. Tchrs.	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	29.60				29.60	
Board Administration & Governance	148.58	149.87	149.87	149.87	149.87	149.87	149.87	149.87	151.00				151.00	
School Operations	466.00	466.00	466.00	466.00	466.00	466.00	466.00	466.00	471.75				480.87	
Continuing Education	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.87				4.87	
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25				1.25	
Staff on Loan (recoverable)	18.00	15.67	19.67	18.67	18.67	18.67	18.67	18.67	17.67				15.00	
Total Full Time Equiv. Positions	4,883.97	4,883.27	4,887.27	4,893.27	4,894.27	4,894.27	4,894.27	4,894.27	4,806.04				4,809.64	

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1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE

Thursday, November 4, 1999

URBAN MUNICIPAL

NOV 9 1999

7:00 p.m.

A G E N D A

GOVERNMENT DOCUMENTS **7:00 p.m.**

1. Call to Order
2. Approval of the Minutes of October 7, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

J. Bishop

DELEGATION:

5. National Election for the Rights of Youth – UNICEF and Elections Canada

ACTION ITEMS:

6. Communication Services Year-End Report
7. Psychological Services Year-End Report
8. Anaphylaxis Policy
9. The IDEAs Programme: Year One Assessment Report
10. Alternative Education Preliminary Report
11. Gifted Review Committee Report
12. Report of the Special Education Advisory Committee
13. School Council Policy Committee
14. Staff Development Policy
15. Pre-Employment Screening Policy
16. Staffing Report – Full Time Equivalent Positions

M. Botting
M. Botting
M. Botting
K. Croxall
K. Waters
M. Botting
M. Botting
C. Reid
N. Campbell
N. Campbell
D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

Future Meetings:

Board	November 11, 1999	8:00 p.m.
Business Committee	November 18, 1999	7:00 p.m.
Special Education Advisory Committee	November 24, 1999	7:15 p.m.
Board	November 25, 1999	8:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
OCTOBER 7, 1999

Those present: Judith Bishop (Chair), Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Regrets: Janice Dewar.

Also present: Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), K. Croxall (Superintendent of Education – County East), T. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East).

Also in attendance: M. Powell, Supervisor of Social Work Services

The Chair called the meeting to order at 7:05 p.m.

2. Approval of the Minutes of September 1, 1999.

It was moved by J. Rogers: That the minutes of September 1, 1999 be approved as distributed.

CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of the Agenda

It was moved by E. Johnstone: That the agenda be approved.

CARRIED.

At this time, M. Matier pointed out that several Superintendents were not in attendance due to school graduations.

DELEGATION:

5. Dr. Kathy Walker – Hearing Impaired Program

J. Bishop introduced Dr. Kathy Walker and reminded the Committee of the terms of reference of a delegation.

Dr. Walker stated her recommendation to have the hearing impaired program moved from Queensdale to Pleasant Valley School. She expressed concern over the acoustic environment for hearing impaired children at Queensdale and presented a summary of standards including those from Health and Welfare Canada.

At the conclusion of the presentation, Dr. Walker responded to a query as to how many students there are presently in the program stating there were no more than eight per year.

J. Bishop thanked Dr. Walker for a very thorough presentation.

At this time,

It was moved by E. Johnstone: That the concern regarding the Hearing Impaired Program at Queensdale be referred to administration and brought back to the Education Committee.

Thanking Dr. Walker for an excellent presentation, B. Wallace asked if there was any specific school that would best suit the needs of the Hearing Impaired Program. Dr. Walker responded that the modifications needed would almost entail building a new school.

M. Botting acknowledged the excellent issues raised. She pointed out that historically Queensdale has always been viewed as a good school site, however, in light of new research perhaps the Board needs to look at not just the issue of reverberation, but also school facility, skilled teachers and integration of students. M. Botting then raised several points:

- information meetings for teachers and parents of hearing impaired students need to occur;
- there is still an outstanding issue of new technology;
- moving ahead when all considerations have been reviewed.

To the motion, CARRIED.

ACTION ITEMS:

6. Report of the SALEP Committee

M. Botting called upon M. Powell to present the report.

In reviewing the report, M. Powell expressed appreciation to the SALEP staff and committee for their hard work in the past year. He was pleased with the partnerships SALEP had with local businesses and proud of the credits the SALEP students were able to earn. M. Powell then called upon Trustee J. Rogers, Chair of SALEP committee, to say a few words.

J. Rogers pointed out the cooperation that the SALEP committee is receiving from so many people including principals of secondary schools whom the committee relies upon for support at sub-committee meetings. He expressed appreciation to the various superintendents who take their turn helping at the sub-committee hearings.

It was moved by J. Rogers: That the SALEP Year End Report be received for information.

B. Wallace thanked M. Powell for an excellent report that he felt gave a good perspective for those who are not on the SALEP committee.

To the motion, CARRIED.

J. Bishop expressed her pleasure at the credit acquisition, increased work experience and the ability to see that the Board is able to serve the SALEP students without a waiting list.

7. Proposed School Year Calendar for 2000-2001 – Preliminary Report

P. Gillie noted the purpose of this report is to be proactive and offer a proposed calendar to the community for input. She pointed out the calendar is within Ministry regulations with the format of previous calendars consisting of 195 school days. P. Gillie suggested the intention is to bring this back to the Education Committee in March, 2000.

(a) It was moved by B. Wallace: That instructional days for students in the 2000-2001 School Year commence on Tuesday September 5, 2000, the day following Labour Day.

(b) It was moved by B. Wallace: That the Proposed School Year Calendar for Elementary and Secondary Schools be circulated for input and review by the School Year Calendar Committee, and recommendations for the 2000-2001 School Year Calendar be brought to the Board by March 2000.

B. Wallace then asked if there was the possibility of meeting with the Hamilton-Wentworth Separate School Board to address common transportation needs for the year 2000-2001. P. Gillie responded that when the calendar is approved she would then communicate with their counterparts with respect to this issue.

To the motion, CARRIED.

8. Social Work Survey

M. Botting referred to the additional items that were included in the package; including the original Board motion for the Social Work Survey to be conducted. She then called upon M. Powell to present the Survey.

M. Powell thanked the committee who drafted, refined and analyzed the survey. He noted a copy of the survey went to every school, alternative education facility and all supervisory officers. Indicating the purpose of the survey was to see what schools needed, M. Powell noted the Social Work Services department is committed to reviewing the issues arising from the survey in order to best allocate resources and ensure the system is being effectively serviced. He then referred to the Social Work Year-End Report, stating there are nineteen social workers serving 134 schools with a total of 60,000 students; approximately one social worker per 2700 students.

M. Powell then clarified several points:

- an overwhelming number of schools use social work services;
- the social work model allows social workers to set their school time in order to minimize travel time;
- social workers indicated that in middle schools where there is a guidance counsellor, time can be coordinated through them;
- additional services were needed by 11 secondary schools; 14 JK-8 schools; 12 middle schools and 25 primary junior schools; these being comprised of both city and county schools.

It was moved by B. Wallace: That the Social Work Survey be received for information.

CARRIED.

9. Social Work Services – Year End Report

M. Botting clarified this report was being brought forward in order to partner it with the Social Work Survey. She stated there is a great statistical base behind the collection and reporting and believes it is a good method for developing goals and objectives. She then called upon M. Powell to present the report.

M. Powell thanked the committee members and all social workers stating that this is a group of people who work tirelessly to support children. In highlighting several points in the report on page 9-3; M. Powell indicated a major concern is the lack of understanding of what it takes to work with a family or a child. He noted that although the social worker may not be seen in the school; they could be at a community agency or a home visit.

E. Johnstone expressed her support stating the ultimate goal is to help the students.

It was moved by E. Johnstone: That the Social Work Services Year-End Report be received for information.

M. Powell then clarified several points:

- each social worker had a change in at least one school they service in order to accommodate higher needs schools;
- the community partnerships they are involved with are Big Brothers Mentorship program; Chedoke Child and Family – Peer Mediation program; Community Child Abuse – involved in “touching projects”; Women’s Shelters – workshops in bullying and Hamilton-Wentworth Regional Police who run programs related to bullying.

J. Bishop expressed concern over the programs not being sustained stating there seems to be far less social programs and the bulk of work seems to be with parents and children. M. Powell responded he does not believe there has been a reduction in service; however there are certain things social workers don’t do anymore including head lice checks, clothing exchange and snack programs.

To the motion, CARRIED.

10. Request for Report –Music Program

J. Bishop asked R. Woodworth to assume the Chair. J. Bishop clarified her request stating she hoped it was self-explanatory.

B. Wallace clarified the report should read: music programs grades 1-5; instrumental music programs grades 6-8. J. Bishop agreed.

It was moved by J. Bishop: That the officials prepare a report on the status of the Music Program in The Hamilton-Wentworth District School Board, specifically

(a) What schools in the City/County are offering music programs

- (i) grades 1-5 (music)**
- (ii) grades 6-8 (instrumental)**

(b) How often is the program scheduled?

J. Bishop asked that this be brought back to the Education Committee before the end of this school year.

To the motion, CARRIED.

11. Staffing Report – Full Time Equivalent

It was moved by J. Rogers: That the Staffing Report – Full Time Equivalent positions be received for information.

J. Bishop noticed there had been some changes and asked D. Grant for clarification.

D. Grant noted there were some modifications in the report and suggested putting "revised" over top of the 99/00 budget column. He then clarified several points:

- teacher assistant line should be 355;
- there was a shift in elementary teachers with respect to the number of teachers in place for 98/99 school year;
- secondary teacher line is relatively consistent;
- educational assistant level of staffing notes a dramatic decrease; 355.5 again reflects the number of positions that came out of new collective agreements;
- professional/paraprofessionals looks like significant decrease; however, this represents the closing of the lunchroom supervisor program.

J. Bishop expressed difficulty in seeing a decrease in staffing especially seeing as junior-kindergarten had actually expanded. She asked for more detail next month.

To the motion, CARRIED.

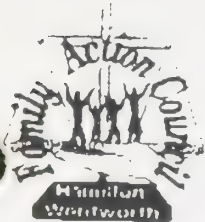
There being no further the business, the meeting then adjourned at 8:32 p.m.

kc

DELEGATION

EDUCATION COMMITTEE
1999 11 04

#5



HAMILTON-WENTWORTH FAMILY ACTION COUNCIL

Box 106, Binbrook, ON

L0R 1C0

(905) 692 5092

October 15, 1999

Hamilton-Wentworth District School Board
100 Main St. W, Hamilton, Ontario L8N 3L1

Fax # 521 2544

Attn: Mr. Merv Matier, Director and Secretary of the Board

RE: Urgent Delegate Status Before the Education Committee as Soon as Possible

Dear Mr. Matier:

I am writing in response to the Board of Education decision to approve the involvement of our schools in Election Canada's Child Rights Vote, the week of November 19.

The decision of the Board was likely made based on the face value of the activity. Unfortunately there are numerous reasons why parents and school boards 'must' oppose this vote.

For this reason I am requesting the opportunity to present to the Education Committee at the very next meeting **"The 7 Reasons Why Canadians Should Object to Elections Canada's 'Child Rights' Vote."** The following points will be expanded upon:

1. Elections Canada's "Child Rights" vote is disrespectful of parents;
2. Elections Canada's "Child Rights" vote is manipulative of children;
3. Elections Canada should remain non-political, and not organize an exercise whose results could be used as a political tool by lobby groups;
4. Elections Canada is exceeding its mandate with this "child rights" vote;
5. Elections Canada is interfering with provincial jurisdiction over education;
6. The *UN Convention* is the wrong vehicle to teach kids about democracy;
7. The timing of the vote is itself political.

Many school boards that have thoroughly investigated and debated the issue, have refused to allow the activity in their schools (eg. Surrey, BC; Abbotsford, BC; Chilliwack, BC; Fraser Cascade School District, BC; & Calgary, Alberta). Other school boards are requesting signed permission of parents/guardians for their children to participate, (Vancouver Sun, October 14, 1999)

After the presentation, the trustees may wish to reopen the discussion on whether children within the schools in our region should be involved.

As time is very short, it would be wonderful if you could reply to this request by telephone sometime this week.

Yours in service to the family,

Phil Lees,
Parent of three children attending HWDSB schools,
President, HWFAC

5-1



HAMILTON-WENTWORTH FAMILY ACTION COUNCIL

Box 105, Binbrook, ON

L0R 1C0

(905) 692 5092

Mr. Merv Matier
Director of Education & Secretary
Hamilton-Wentworth District School Board
100 Main St. W
Hamilton, Ontario
L8N 3L1

**Re: Child Rights Vote Presentation to Education Committee
November 4, 1999**

Dear Mr. Matier:

Thank you for the opportunity to make a presentation to the Education Committee about the November 19, Election Canada Child Rights Vote.

Please find attached a copy of the materials that will be referred to during the presentation. Together they represent the presentation for next Thursday Nov. 4, 1999. The presentation will focus around the following points:

- a) What is the Child Rights Vote?
- b) Why informed parents are concerned about student involvement in the vote.
- c) Request that the education committee reconsider the involvement of the schools in Hamilton-Wentworth.

Yours in service to the families of this region,

Phil Lees

Attached- Article One Vote- One Child

- Reasons Why Canadians & Schools Should Object to Election Canada's Child Rights Vote

One child One vote

**UNICEF and
Elections Canada
team up to enthuse
kids about their
'rights' » by KEVIN STEEL**

(UNICEF) to run the vote Jean-Pierre Kingsley, the country's chief electoral officer, enthused at the announcement on July 12. "This is not only a terrific opportunity to teach young people about the democratic process," Mr. Kingsley stated, "but I believe that this vote will go down in Canadian history." Why the make-believe referendum seems so significant to him remains unclear. Mr. Kingsley has been unavailable for comment these past two weeks and, according to Elections Canada, he is the sole spokesman for the project.

Barbara Strang, UNICEF's director of communications, says the ballot will feature 10 rights, selected by her agency from the 54 articles of the United Nations Convention on the Rights of the Child (UNCRC). "These rights will then be registered as official candidates with Elections Canada in September," says Ms. Strang, adding that the specific 10 rights "have yet to be determined." Two months of promotion will precede this unusual "election." Voting is scheduled for Friday, November 19, the 10th anniversary of the UNCRC. Children in schools across the country will go to polling stations, just like adults, and in a secret ballot choose their favourite right.

The feds anticipate media coverage similar to a real election. "As results come in through Elections Canada's mainstream system, media will provide up-to-the-minute coverage and analysis of the election," states the official promotional literature. "At

This coming November, all children under the age of 18 across the country will be eligible to select their most important "right" from a list supplied by Elections Canada on behalf of the United Nations. The kiddie referendum's result will then be presented to the federal government as a "Children's Rights Mandate." Organizers

feel the mandate will become "a beacon for the new millennium." Critics, however, fear that Elections Canada is evolving from a supposedly neutral agency into a vehicle for indoctrinating children in the UN's highly controversial social policies.

Elections Canada will team up with the United Nations Children's Fund

Election Central in Ottawa, experts and spokespersons will provide ongoing analysis."

UNICEF and Elections Canada tout the vote as a sensible way to help teach children about democracy. Letters have gone out to all schools, and information packages will be sent to teachers in September. UNICEF could easily distribute its propaganda through its own

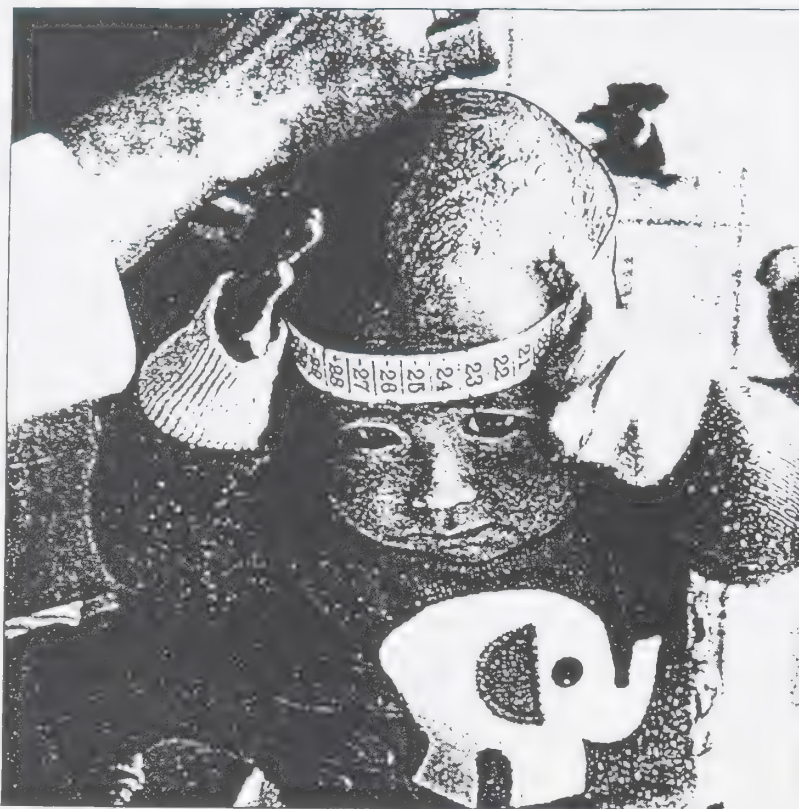
OTTAWA

annual national fundraising in schools every Halloween. The UN agency will likely stick to relatively safe "candidates" for its 10 topics. Its press release wonders, a touch breathlessly, whether boys and girls will select the right to healthcare, shelter or education? "Will it be the right to express their opinions...And what will be the final result?"

Others also wonder what will be the "final results" of the exercise. In effect, the project is a mass promotion for the UN Convention on the Rights of the Child, a treaty that many family rights advocates fear. Dallas Miller, a lawyer from Medicine Hat, has criticized the UNCRC since its creation in 1989. "This is the first international document that gives 'autonomous rights' to children." However, he says, children lack the intellectual and emotional maturity to exercise adult-type rights independently. Instead, by weakening parents' rights within their families, Mr. Dallas warns, the UN is increasing the power of social services bureaucrats over children. "In this context, 99.9% of the time it's the state aggressively advocating those rights against the parents. The convention is very socialistic in its philosophy. It alienates children from parents."

The convention has become the most widely signed treaty in the history of the world. Almost all nations on earth, except Somalia, have signed on, and almost all have ratified the treaty, with the notable exception of the United States. American law has never recognized the concept of child autonomy, relying instead on the principle of legal minority status. The UN's goals have triggered fierce debate between American left-liberals, who want to shift ultimate responsibility for children to the government, and conservatives who believe that responsibility should remain within individual families.

Little debate has occurred on this issue



UNICEF in the Third World: A doctor measures a child's head.

within Canada. Politicians here, as small fry on the world scene, have always hankered after a higher international profile, and consequently have apparently been more willing to follow the UN than their American counterparts. And Canadians, thanks to their existing array of social

This is not only a terrific opportunity to teach young people about the democratic process. But I believe that this vote will go down in Canadian history.

JEAN-PIERRE KINGSLEY

programs and docile overall attitude to government, have already abdicated much of their personal responsibilities and freedoms to the state.

Mr. Miller stresses that Canadians also see much in the convention that is genuinely worthy of praise. The rights of parents and the protection of children from abuse are mentioned throughout the document. Woven through those widely acceptable principles, however, are more autonomous rights for youngsters, such as freedom of thought, conscience and religion. Even eight-year-olds theoretically have freedom of association and the right to peaceful assembly. No child may be subjected to "arbitrary or unlawful interference with his or her privacy,

family, home or correspondence." They are given the right to universal daycare and other to social programs like social security. Further, they are given the right to healthcare, including "family planning education and services" [in UN-speak, to obtaining abortions].

It has yet to be discovered in court if this means, as some critics have speculated, that children have the right to refuse to go to church, or may join a gang, order pornography through the mail, or have an abortion over the objections of their parents. The UN document is crafted in loosely written legalese. When the treaty was signed back in 1989, the 10-member UN Committee on the Rights of the Child (CRC) was charged with implementing these provisions but gave no inkling how they would interpret these rights.

Article 28, for instance, says, "States parties [signatory nations] shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention." Under the convention, signatories must report every five years to the UN on their progress in making their laws comply to the rights

and ideals outlined in the treaty. When it came time for countries to report in 1995, Mr. Miller says, it became evident that the CRC intended to flex its muscle. "The international committee of so-called child rights experts has consistently interpreted this to mean any form of age-appropriate physical discipline is contrary to the convention." Treaty implementation bureaucrats started singling out countries such as Germany in 1995, and Australia in 1997, for allowing any form of corporal punishment.

These criticisms started to filter into other countries. In Canada, there was an Ontario court challenge in September to Section 43 of the Canadian Criminal Code, the provision which allows physical discipline by parents or teachers. The Canadian Foundation for Children, Youth and the Law, acting as intervenors in the case, thinks the law should be overturned on the strength of Article 28 in the UNCRC. Lawyer Miller says they have a chance of winning, based on their track record. Previously this foundation for "children's rights" successfully persuaded the Ontario Court of Appeal to lower the legal age of consent for sodomy to 14. Section 43 has long been



Lawyer Miller:
Bureaucrats are taking control of children.

the target for the kiddie libbers, and it has come under fire before. In 1996, Svend Robinson—a homosexual NDP MP from Burnaby—moved in Parliament to have the section struck down, although his motion was defeated.

The CRC's 10 members are powerfully opposed to child slavery and prostitution

in impoverished Third World or war-torn nations but the UN agency persists in its more controversial goals of social control in nations that are peaceful and self-sufficient. In 1995 they upbraided the Vatican because the "spirit of the convention" was not reflected in the curricula in Catholic schools. The Holy See was chided in a press release "that parental rights and prerogatives must not undermine the established rights of the child in the convention," although no further details were added. The UN's criticism of parental rights in Britain was more specific. Last year, the CRC informed the British that their children could not be exempted from certain public school programs—sex education for instance—at the request of the parents alone. They would be required to seek the child's consent. The implications of this judgment may be felt in Canada. "There is no reason to believe they will treat us any differently," says Mr. Miller.

On July 6, UN Secretary-General Kofi Annan declared that children's rights under the convention are no longer optional, but a binding obligation. For all the bureaucratic bluster, however, the treaty and the CRC's interpretations do

Pretend it's the law

The UN Convention on the Rights of the Child has just become a legal force in Canada even though the country's top judges admit that the international treaty is not law in this country. The convention was cited by the Canadian Foundation for Children, Youth and the Law, which acted as intervenors in the case *Baker vs. Canada (Minister of Citizenship and Immigration)*. The Supreme Court ruled in favour of Ms. Baker on July 9.

Mavis Baker, a Jamaican citizen, left her country and four children behind to come to Canada in 1981 on a visitor's visa. Instead of returning, she stayed for 11 years, working illegally as a live-in domestic. During that time, the Toronto resident had four more children, the last in 1992. Then Ms. Baker was diagnosed with paranoid schizophrenia. Two of her Canadian children went into the care of their natural father, while the other two were put into foster care. Ms. Baker applied for welfare. At that point, immigration authorities ordered her deported.

The Jamaican appealed for permanent resident status, citing humanitarian and compassionate grounds. Her appeal was based on the assumption that all of her Canadian children relied on her, for either direct or emotional support. In April 1994, the deportation order was confirmed by an Immigration Department panel. Ms. Baker then appealed to the Federal Court, and finally to the Supreme Court.

Although the Supreme Court specifically stated that the convention had no legal force because it had not been passed in parliament, Justice Claire L'Heureux-Dubé wrote in the decision that administrators, such as immigration officers, must consider it when making their judg-

ment calls. In other words, even though the convention is not the law, officials must pretend it is. "[Madam Justice L'Heureux-Dubé] is bringing the treaty in through the back door," says Jane Adolphe, a Calgary lawyer. She is currently working on a doctorate at Rome's Pontifical University of the Holy Cross, focusing her studies on the Convention.

Madam Justice L'Heureux-Dubé wrote, "The principles of the convention and other international instruments...help show the values that are central in determining whether this decision was a reasonable exercise of the H & C [humanitarian and compassionate] power."

The insistence that treaty standards apply to domestic government decisions creates a great deal of uncertainty. "Canada has entered into several international treaties," Ms. Adolphe points out. "Now provincial governments and courts will not know which treaties apply to their decisions and which do not, and even further, they will not know which articles in those treaties apply."

In addition, the judges made the best interests of the child the standard for any case, the Calgary lawyer comments. "The impact of this could create complete chaos," she says. For instance, someone could claim in a workers' compensation case that they should receive a benefit because that would be in the best interests of their children, Ms. Adolphe says. "This could be very far-reaching in that the decision says in any case where children are indirectly affected, their best interests must always be considered." ■

KEVIN STEEL

not have legal force unless a sovereign nation incorporates them into her laws. In Canada, for instance, the treaty lacks any democratic legitimacy since it was never debated and passed into statute.


The Elections Canada/UNICEF children's referendum, though advertised as a democratic education tool, promotes a convention which has never been subject to any form of democratic process in Canada. Prime minister Brian Mulroney signed the treaty back on May 28, 1990, and ratified it a year later with a similar scribble of the pen. All provincial cabinets, with the exception of Alberta, stated their support for the treaty without legislative debate. Nor was any parliamentary mandate sought for the "most popular right" vote. Although the provinces have sole responsibility for education, the feds did not discuss this democratic Education project with any of them, thereby undermining the Canadian constitution. The CRC, through UNICEF, thus managed to bypass the federal parliament, the provinces and even school boards, all democratic institutions subject to the authority of voters and parents.

Curiously enough, this high-handed behavior does not seem to bother Alberta's Education Department. Spokesman Ed Greenberg says it received no notification of this educational endeavour. He does admit that the UN convention is highly contentious. "Perhaps, though, this will be a good opportunity for children to debate the whole issue of the convention," he says. When asked why children are getting the opportunity to debate while their parents are not, Mr. Greenberg suggests, "I'll have to get back to you on that."

Alberta's history with the UN convention itself illustrates the UN's clout. For years, the province resisted any expression of formal support for the treaty, always citing the concern that it undermined parental rights. Unlike other provinces, Alberta refused to submit a report to Ottawa on the compliance of its laws to the UN decree. Yet the federal government needed Alberta's report in 1995 to completely fulfill its treaty obligation to report to the CRC.

Then the UN decided that Edmonton, capital city of the province which had withheld its approval of its children's rights doctrine, would host its International Human Rights Conference in November 1998. High-profile politicians such as South African

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anti-apartheid activist Archbishop Desmond Tutu, and UN High Commissioner for Human Rights Mary Robinson, along with several Canadian Supreme Court judges, filed through town.

By coincidence or otherwise, Premier Ralph Klein sent a letter within three months to Prime Minister Jean Chretien, lending the province's support to the convention on the Rights of the Child. Consistent with the undemocratic nature of that document's history, Mr. Klein made that submission against the wishes of his caucus. To his credit, Mr. Klein did express reservations in the letter; "Our support is based on the understanding that the UN convention does not usurp or over-ride the authority and responsibility of parents." The Vatican had registered a similar reservation when it signed the treaty in 1990, but that did not stop the CRC five years later from reminding them that it did not matter what their reservations were.

In British Columbia, state intervention in the family is reaching unprecedented

levels under the auspices of the left-wing NDP government. Kari Simpson, executive director of the Citizens Research Institute, has been monitoring that development. "Children who are in the care of the government already have a list of rights," she notes. Mrs. Simpson sat for a time on the Family and Child Review Board, the official watchdog group set up to ensure that youngsters' rights are not breached. "Yet what we saw again and again was that the rights of children took on a vision of insanity. In B.C., foster parents are prohibited from entering the room of foster child who is over 12 years old, because the foster child has the right to privacy which of course is a right taken directly from the convention."

The researcher reports a troubling recent case: "Two children, aged 10 and 14, were in foster care because the social worker didn't like the mother's boyfriend." They ran away from the foster home to go back to their mother's place. "At 1:30 in the morning the police are breaking down three doors to arrest them if they don't leave," Ms. Simpson

says. "The rights of the child are in place only when it's convenient for the government as opposed to the interest of the family and community."

The children's rights referendum in November worries this family activist: "The school is conveniently used to fulfill a political agenda to take young and impressionable minds and indoctrinate them a certain government line," she says. "That is not the role of public education; that is not the role of UNICEF. And it is certainly not the role of Elections Canada."

The preamble to the convention quotes the 1959 UN Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before

Comprehensive sexual education in schools should be mandatory at all levels. This should cover sexual pleasure, confidence and freedom of sexual expression and orientation.

FROM THE 1999
UN YOUTH FORUM

and after birth." Yet the CRC, Ms. Simpson observes, has never criticized any government for permitting and paying for the aborting of infants before they are born. In fact, Canada has no law protecting the unborn that is ever enforced.

The UN itself promotes abortion. Last February, in The Hague, Netherlands, the United Nations Population Fund sponsored a youth forum where a consortium of pro-abortion feminists coached young people from around the world in their supposed entitlements. Here they advocated that by the end of primary school, children should be instructed in, among other things, their "sexual and reproductive health and rights." Their final report states, "Comprehensive sexual education in schools should be mandatory at all levels. This should cover sexual pleasure, confidence and freedom of sexual expression and orientation."

Society should consider the goals of radical youth programmers of this ilk when it contemplates handing over adult-style rights to children, says Richard Wilkins, an international law expert and professor of law at Brigham Young University in Salt Lake City. Prof. Wilkins is currently working on a paper probing the implications of the UN Convention on family law in the U.S. No single group is spearheading the drive for children's autonomy, the Utah specialist comments. Rather the kids' rights movement creeps forward like the tide advancing across a



Activist Simpson: 'A vision of insanity.'

mud flat, with different bureaucracies and pressure groups promoting the same goals for their own institutional purposes. The Canadian children's referendum is just another case of this *ad hoc* but effective promotion, the professor warns. "For the most part, parents are in favour of rights, but when they hear that this particular agenda ultimately involves teaching their children at the age of 10 about

sexual pleasure and orientation, then maybe it starts to click, 'Perhaps this isn't such a good thing.'"

In public, children's rights crusaders preach that boys and girls have the skills and character to behave with the same independent autonomy as adults, says Prof. Wilkins. "But developmental scholars will tell you otherwise. Children are malleable. They will be influenced. This

whole debate is not about children having rights. It's about who is going to mold each new generation." On the one hand, according to this specialist, are parents and, in some cases, their chosen churches. The opposing contenders are hired hands in government bureaucracies, themselves pressured by social workers, feminists, homosexuals and other special interest lobbies. ■

Canada, love it or leave it

Chretien says tax-whiners should emigrate and die bleeding on the streets of the U.S. » by WILL GIBSON

Depending on whom you listen to, Canada is either the "best country in the world" or a debt-ridden, unproductive and over-taxed near-Third World backwater that is hemorrhaging its best and brightest citizens to the United States. The former characterization comes from the United Nations and Prime Minister Jean Chretien. The latter comes from pro-business lobbyists and conservative pundits plumping for less government and lower taxes.

This political dialogue of the deaf was performed again last month when the Canadian Chamber of Commerce issued a proposal detailing how Ottawa could use its burgeoning budget surpluses to reduce taxes by \$9 billion. Mr. Chretien, evidently fed up with fending off such demands from various illiberal critics, snarled at reporters who conveyed the Chamber's message to him at a corn roast in St. Georges-de-Beauce, Que. "If you look at only one aspect of life [taxes], maybe you would prefer living elsewhere," the prime minister suggested. "There is nothing forcing you to stay here." But if you live in the United States, he warned, "you cannot go in a park at night

because there is more crime than in Canada," and you may be bankrupted by exorbitant private health insurance premiums.

It was vintage anti-American stereotyping, but it may be too shopworn to satisfy a growing public desire for tax relief. Donald Savoie, a political scientist at the University

of Moncton and former adviser to the prime minister, says taxpayers do not feel they are getting good value for their money. "When Canadians buy a car or go to Wal-Mart, they know what they're paying for. They don't have the same security when they pay their taxes," says Prof. Savoie, who also advised the Mulroney government. "At the end of year, when they are calculating how much is taken up by taxes, they feel they are not getting full value for their money."

A Statistics Canada study released last week explains why Canadians may be feeling overtaxed.

Statscan found that the average after-tax family income in Canada fell by 6% between 1989 and 1997, from \$48,311 to \$45,605. The study shows U.S. household take-home

incomes increased by 11% during the same eight-year period.

Prof. Savoie points to the recent elections in Nova Scotia and New Brunswick, both of which were won by Conservative politicians promising tax reductions, as evidence that the anti-tax sentiment that sustains Tory regimes in Alberta and Ontario is spreading to other regions, even those that historically have relied on high-tax policies to sustain generous wealth transfer programs.

University of Calgary political scientist Tom Flanagan says that high taxes have supplanted high deficits as the fiscal issue that most distresses contemporary voters. "[Tax cuts] are



7 Reasons Why Canadians & Schools Should Object to Elections Canada's 'Child Rights' Vote.

To follow are potential reasons why concerned citizens should write their local **provincial MLA/MPP/MNA**, their **federal MP**, as well as **Prime Minister Jean Chrétien**, **House Leader Don Boudria** (Minister responsible for the *Canada Elections Act*, which lays out the mandate for Elections Canada), and **Jean-Pierre Kingsley**, **Chief Electoral Officer of Elections Canada** to express their objection to Elections Canada's involvement with the *National Election for the Rights of Youth* (to take place on November 19, 1999). Parents should also write their **local school board** and express their objection to this vote being held in our schools:

1. Elections Canada's "Child Rights" vote is disrespectful of parents:

- By associating the "National Election for the Rights of Youth" with the *UN Convention on the Rights of the Child*, Elections Canada is **ignoring the concerns of many parents who are concerned about the implications of the Convention on family life and parental rights & responsibilities**. The 36th Parliament alone has received **petitions of 13,000 signatures** from Canadians concerned about this matter, and it is unfortunate that Elections Canada would wade into such a politically loaded issue.
- There was **no opportunity for parents to give input into this project beforehand**, and parents are **left out of the process** going forward, in spite of the fact that parents best represent the interests of their children, and that parents are paying for this exercise through their tax dollars.
- **Parents were not consulted in a genuine manner about the wisdom of utilizing this "rights" vote to teach their children about democracy**. Nor did parents have appropriate input into which "rights" will be put before their children on the Elections Canada ballot. Currently, there is no requirement that **parents be informed** that Elections Canada will be conducting a "Child Rights" vote in their schools, nor are parents asked to **give their consent** for the participation of their children in this exercise. (This is unusual because school boards require outside programs/presenters, etc. to be approved by the board of education.)
- **Some of the "rights" give the impression that the government is the ultimate parent of children and is thus disrespectful towards parents**. For example, the "Rights Vote" tells children that the government ensures a child's '*right to be given a name*' and that the government will '*make sure that we [children] survive and develop*.' This is disrespectful to parents who hold the primary responsible for these and other concerns.
- **Canada's elections agency also feels that children have an absolute right to "Share Opinions"**. This, we are told in its description, means a "*right to express our views and opinions and to have these opinions listened to in matters that affect us*." It appears, then, that the state must assume that the **judgement of Canadian parents** on matters that affect their children isn't good enough. Once again, such an assumption is disrespectful of Canadian parents.
- In addition, **some of the listed "rights" give little respect for parental rights and responsibilities**. For example, according to Elections Canada and UNICEF, **one of the 10 key rights Canadian children have is a right to their "Own Culture"**. This is explained as the "*right to enjoy and practise our own cultures, languages and religions, especially if we belong to a minority or indigenous population*." If this is the case, then one wonders what "rights" parents have if their child is intent on joining a local cult.
- The description of a child's right to "Share Opinions" also states that children have "*the right to freedom of thought, conscience and religion, the freedom to receive information from many sources, the freedom to meet with others and to join or start our own associations*." One wonders whether this "right" prevents parents from utilizing a "V-chip" on their television to prevent their kids from viewing violent or sexual programming on television, or whether a parent who sets a curfew infringes a child's "*freedom to meet with others*." These purported "rights" are a clear invasion of parents' responsibilities and the privacy of the home.

2. Elections Canada's "Child Rights" vote is manipulative of children:

- It is certainly admirable to want to teach our children about the democratic process, but a "**Child Rights**" vote based upon a *UN Convention which itself has never been scrutinized by the democratic process is the wrong vehicle to do so. Elections Canada may indeed have a role in "*public education and information programs to make the electoral process better known to the public*" but the elections agency must be very careful that education programs directed towards children will not be used to indoctrinate these children about a particular political philosophy. The "child rights" vote tends to push a "**big government 'rights' mentality**" upon our children, and to do so using taxpayer dollars in public schools is objectionable.*
- In addition, **the results of the Child Rights vote will be used by adults in lobby groups to demand more tax dollars for whatever pet project they are working, and thus, the Child Rights vote is manipulative of children** (some as young as six years old), who innocently cast their vote on the ballot placed in front of them.

3. Elections Canada (EC) should remain non-political, and not organize an exercise whose results could be used as a political tool by lobby groups:

- As Elections Canada's website states, "*Elections Canada is the non-partisan agency responsible for the conduct of federal elections and referendums. Its prime task is to be prepared at all times to administer an electoral event*."

- Parliament mandated Elections Canada to act in a **neutral and independent fashion** so that no election or referendum in Canada would be seen as manipulated or corrupted.
 - As Canada's non-partisan elections agency, it is important for it to remain **non-political**, and not associate itself with a particular political agenda, or be seen to be associating itself with a particular political agenda.
 - By associating itself with a "Child Rights" vote whose results will surely be tabulated, **evaluated and interpreted for political and policy-based purposes**, EC is engaging in **political activism**. This perception in the minds of the public would undermine the trust that Canadians place in Elections Canada's credibility for administering the voting process, and thus constitute a serious threat to its non-partisan, non-advocacy status.
 - In addition, **parents are concerned when it appears that their children may be used for political purposes, and it is clearly inappropriate for Canada's non-partisan, and non-political elections agency to be using tax dollars for this exercise**.
 - Elections Canada may state that they are simply teaching children about the democratic process, and are not engaged in the political interpretation with this "child rights" vote, but this is not the case. Rather than simply listing these "rights," Elections Canada and UNICEF goes further and explains **how these "rights" are to be interpreted**. Each of the 10 rights that children will vote upon is followed by a paragraph-length "**description**" of the rights. This "description" is, to any objective, reasonable observer, an interpretation by Elections Canada as to how a vote for that particular "right" should be interpreted.
 - For example, "**EDUCATION** – our right to an education. **DESCRIPTION:** We have the right to education. Governments have the responsibility to guarantee that primary education is compulsory and free of charge, and to take steps so that we all have equal access to secondary and higher education. The discipline used in our schools must not go against our human dignity. Our education must develop our own personalities and abilities; prepare us to become responsible members of a free society; and develop respect for our parents or guardians, for human rights, for the environment, and for the cultural and national values of ourselves and others."
 - As we can see, Elections Canada has a particular way of interpreting a "right to education" which many Canadians may or may not agree with. The point is, this interpretation of the "right to education" may be that of Elections Canada, but other Canadians may take issue or debate certain points of this interpretation.
 - By including a particular interpretation of each of the 10 "rights" that will be voted upon, Elections Canada is doing more than just teaching children about the democratic process - it has involved itself in political debate about **what the "rights" mean, and how the voting results should be interpreted**. By including a description of the 10 rights on the ballot, Elections Canada has gone beyond just facilitating a national election, but has entered into what most reasonable people would regard as **political activism**. Elections Canada is no longer just the facilitator, it has become the interpreter. Elections Canada is no longer just telling children **HOW to vote**, but telling Canadians **WHAT a particular "right" means**. This is surely not something that a non-partisan and non-political elections agency should do.
 - Conducting a vote and also telling Canadians how it should be interpreted causes further concern and gives more concrete evidence that this "child rights" vote is an **openly political lobby tool**. Elections Canada admits as much when it states on its July 12, 1999 press release that, "*The results of the election will be presented to the Government and the people of Canada.*"
- 4. Elections Canada is exceeding its mandate with this "child rights" vote:**
- The *Canada Elections Act* states, "8. (2) The Chief Electoral Officer may implement public education and information programs to make the electoral process better known to the public, particularly those persons and groups most likely to experience difficulties in exercising their democratic rights."
 - EC claims that the "child rights" vote is part of its "public education" mandate. However, a "rights vote" goes beyond merely educating the public about democracy, it is involved in promoting a political "rights agenda."
 - A "rights" vote is sure to end up being used by lobby groups to call for more government social spending programs, and more state intervention programs — with Canadians on the hook for the higher taxes that these programs would demand.
 - There are many types of public education programs through which Elections Canada could teach Canadians about democracy, but Elections Canada exceeds its mandate when it gets involved in "public education" programs which **may be utilized for political purposes**.
- 5. Elections Canada is interfering with provincial jurisdiction over education:**
- Elections Canada is **bypassing the provinces, school boards, as well as parents by unilaterally announcing the launch of this exercise**.
 - According to **section 93 of the Constitution**, **education falls under the jurisdiction of the provinces**. Elections Canada has not indicated that it received **prior approval** by the provinces to enter the schools and conduct this National Election, in spite of the fact that **public school resources** would be utilized in this "child rights" vote.
 - As a result, it gives the appearance of **a federal agency meddling in the provincial education systems, without ever obtaining the input of those with closest responsibility for education — parents, school boards, and the provinces**.
- 6. The UN Convention is the wrong vehicle to teach kids about democracy:**

- As previously mentioned, the *UN Convention on the Rights of the Child* is a document of some concern to many Canadian parents. Many Canadians are concerned that some articles of the *Convention* advocate a "big government" mentality that is **intrusive into family life and disrespectful of parental rights and responsibilities**.
- The 36th Parliament has received petitions of 13,000 signatures from Canadians concerned about the implications of the *Convention on the Rights of the Child* on family life and parental rights & responsibilities. This fact alone should have given Canada's non-partisan elections agency pause before embarking upon a national children's vote tied in to this UN document.
- The *UN Convention* is also an inappropriate tool to utilize in an exercise to teach children about democracy, because the document itself has never received democratic review by elected Parliamentarians. Cabinet ratified the *Convention* in the early 1990s, but no Parliament or legislature in Canada has ever debated or voted on the document itself. As a result, many of the concerns that Canadian parents have about this UN document remain unresolved. At any rate, it seems strange to hold up what is essentially a **non-democratic document as a model to teach kids about democracy**.
- It is also interesting to note that the *UN Convention on the Rights of the Child* is not the law in Canada. As the Supreme Court of Canada stated in *Mavis Baker* (1999), "International treaties and conventions are not part of Canadian law unless they have been implemented by statute... the [United Nations Convention on the Rights of the Child] has not been implemented by Parliament. Its provisions therefore have no direct application within Canadian law." Again, it seems strange that Elections Canada would hold up a non-domestic document that isn't even binding law in Canada as a model to teach kids about Canadian democracy.
- Many Canadians are concerned about the **undemocratic review** of Canada's compliance with the *UN Convention on the Rights of the Child* by the **United Nations Committee on the Rights of the Child**. The *Convention* requires an initial report to the UN two years following ratification and reports every five years thereafter (Article 44 of the *Convention*). Canada submitted its first report in June, 1994. This first report was reviewed by the UN Committee on the Rights of the Child in May, 1995.
- Among other things, in its review of Canada's submission, this unelected, unaccountable UN body exhibited a tendency to demand "big government" spending programs: (Examples: "... the Committee emphasizes the need for special programmes and services...", "[The Committee] recommends that a nation-wide education campaign be launched...", "The establishment of a comprehensive network for the collection of data... is recommended," "... resources should be allocated to their maximum extent...", "The Committee also encourages the State party to use the principles and provisions of the framework for the programme of international development assistance," etc.). The Committee was also critical "legislation allowing corporal punishment of children by parents [and] in schools..."
- Canada will have to address these **interventionist criticisms** by this non-transparent international body in its second report due in 1999. Many Canadians feel that an undemocratic UN committee has no business telling a **sovereign nation** with an exemplary human rights record how its **domestic legislation** should be drafted. By associating the "Child Rights" vote with the *UN Convention on the Rights of the Child* which is reviewed by an undemocratic international committee, Elections Canada is again choosing a strange model to teach children about democracy.
- In summary, Elections Canada would do better to promote **democratically passed domestic legislation**, like Canada's anti-child pornography law, in our schools, rather than a UN document which itself has never been debated or voted upon by duly elected legislators, and is in fact, not even the law in Canada.

7. The timing of the vote is itself political:

- Rarely a day goes by when there isn't speculation in the media about a federal "Children's Budget" which by most accounts would involve increased spending on "children's programs" as part of a "National Children's Agenda." By holding a National Election for the Rights of Youth in November of this year, Elections Canada has directly entered into what may be called the "political timeline" leading up to the federal budget in February/March 2000.
- The results of the "rights" vote are likely to be seized upon by lobbyists to somehow justify increased federal government spending on items which, in the view of the lobby group, were supported by children in this "rights vote." It is thus very poor judgement on the part of Elections Canada, if it indeed wishes to remain non-political and neutral, to hold this vote at this particular time in the current political climate.
- The *UN Convention* is currently being cited as justification for a *Charter* challenge to criminalize parental discipline, so the timing of this 'child rights' vote is also a concern. On November 20, 1998, (National Child Day, the 9th anniversary of the United Nations Convention on the Rights of the Child - exactly one year prior to the publication of the results of this year's "child rights" vote), the Canadian Foundation for Children, Youth and the Law announced a *Charter* challenge to have section 43 of the *Criminal Code* declared unconstitutional.
- Section 43 of the *Criminal Code* states, "Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances."
- As previously mentioned, in 1995, the UN Committee on the Rights of the Child was critical of Canada for having "legislation allowing corporal punishment of children by parents [and] in schools..." - i.e. section 43 of the *Criminal Code*.
- While the *UN Convention* doesn't explicitly forbid disciplinary spanking, the *Convention* has been interpreted by the undemocratic UN Committee on the Rights of the Child as meaning that corporal punishment should be outlawed in countries that

have signed the *Convention*.

- In a Q&A document on the National Election for the Right of Youth website, it states that the *Convention on the Rights of the Child* "... specifies that any form of school - and parental - discipline must respect the child's human dignity." The description of the "Right to Education" in the National Election press release states that "*The discipline used in our schools must not go against our human dignity.*"
- Given that there is currently a *Charter* challenge in the courts on this very matter, making reference to "*discipline used in our schools*" under the "Right to Education" is again a very clear allusion to a current political issue - that of the current *Charter* challenge to section 43 of the *Criminal Code*. This is yet another example of poor judgement by Elections Canada, and gives the appearance that Elections Canada is taking sides in this court case. Again, giving such an appearance is highly inappropriate for Canada's non-partisan, and non-political elections agency.

A C T I O N I T E M S

EDUCATION COMMITTEE
1999 11 04

#6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director

Signature:

Date:

Merv Matier
Oct. 28/99

TO: Merv Matier, Director of Education
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 1999 11 04
RE: COMMUNICATION SERVICES YEAR-END REPORT

RECOMMENDATION:

Moved by _____, that the Communication Services Year-End Report be received for information.

The Communication Services Year-End Report is a method by which a support service can be accountable for its service to schools. The various tasks throughout the year are identified and are seen within the context of "harmonizing". Certainly, this has been a difficult task and department members have given unfailingly of their time with energy and expertise to provide as much support as possible to students, parents, and staff.

There has been much discussion within the department about goal-setting, a plan of action, measuring outcomes, etc. Now that we have completed a year of amalgamation tasks, it is possible to move on the proactive tasks. We expect this school year, 1999-2000 to be outcome-focussed; therefore the next report will reflect these changes.

The Hamilton-Wentworth District School Board
Instructional Services

Communication Services

Year-End Report *Highlight Summary* *1998 - 1999*



Communication Services Year End Report 1998 – 1999

Introduction

The Communication Services Team for the school year 1998-99 was comprised of the Supervisor, 13.0 F.T.E. Speech/Language Pathologists, 1.5 Augmentative/Alternative Speech/Language Pathologists, 1 Augmentative/Alternative Resource Teacher, 1.5 Augmentative/Alternative Educational Assistants and 2.5 Speech/Language Assistants. In this year, where the merging of several departments between county and city schools was a priority, it was our team's goal to provide efficient and professionally sound services to the students of the new Hamilton-Wentworth District School Board. (See Appendix 1 - Transition and Amalgamation Planning)

In order to reach this goal through the process of *standardizing practices and procedures*, our team was able to initiate equitable services across the district. As a result of our endeavours, we are able to begin 1999-2000 with a Procedural Manual which outlines our team's vision and mission statements, beliefs, referral process, assessment protocols, and our file management system. As a result, all team members are now prepared to deliver consistent services to our schools. (See Appendix 2 - Communication Services Procedural Manual.)

One of our beliefs is that there should be an emphasis on *early identification and intervention for communication disorders*. Findings are that communication remediation is most effective when conducted during the early language learning years and that children with early communication problems (including moderate difficulties) are always at risk of academic difficulties. Therefore, our direction for use of personnel, professional knowledge and resources would be most beneficial if spent by directing them toward students in the primary years of Kindergarten to Grade 3. Graph 1 illustrates that indeed 75% of our services were concentrated at the J.K. - Grade 3 level. Graph 2 further illustrates that the majority of students picked up early were non-exceptional.

We are proud that our department was involved in the preparation of the Board's policy 9.01 (Early Identification Process - approved 1999 06 09) which includes the Speech and Language Senior Kindergarten Screening Process. (See Appendix #3 which provides a flow chart describing our early identification and intervention plans in conjunction with teacher partnerships.)

Another of our team's beliefs is that all students have access to the expertise provided by the Communication Services Team. To reach the large number of students with varying degrees of language and academic needs, it is necessary for our department to continue to develop *collaborative and training partnerships with the community* we serve. In addition, to ensure our services are concentrated on providing classroom support, we collect time management data on a regular basis. Graph 3 illustrates that at least 75% of our time is spent providing services directly to schools and students. Graph 4 provides a breakdown of these services. Graph 5 illustrates the diversity of speech and language problems dealt with by our department. To help disseminate information to teachers and parents regarding communication development and improvement strategies, our team created a series of Fast Facts this year (Appendix 4 - Fast Facts November 1998).

Within our mandate of providing services to all students, we recognize that those with the *most severe communication needs* urgently require our expertise. Accordingly, staff assignments attempted to reflect this need:

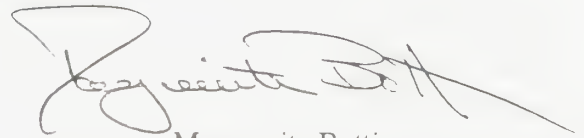
- (i) for students needing augmentative or alternative communication programs (largely non-verbal, non-intelligible students), our team supported the increase of .5 SLP to the AACT (an additional .5 was supported by the Board's Early Learning grant from January – June 1999). Graph 6 illustrates the growth and demand for AACT services 1992 – present. It shows an increase in the number of special needs children now being serviced in regular classes;
- (ii) for those exceptional students with severe to profound speech and language disorders, our team supported the equivalent of 1.4 SLP to be assigned to speech/language classes;
- (iii) for schools with high incidence rates, high populations, or compensatory education characteristics, our team devised a weighting system so that these schools would receive relative SLP services to meet their needs.

The 1998-1999 school year was filled with challenges and successes and the Communication Services Team focussed on the present and future needs of the students of the Hamilton-Wentworth District School Board.



Susan D. Ham

Acting Supervisor, Communication Services



Marguerite Botting

Superintendent of Instructional Services

Prepared by: Wendy Soyka, Secretary, Communication Services

Highlights

Standardizing Procedures

- developed a service delivery to amalgamate services from county and city schools
- studied the service delivery issues and recommended changes and improvements throughout the 1999 - 2000 school year
- compiled all team approved forms and procedures (summer writing team)
- developed standardized report writing and programming procedures
- developed team philosophy and priority service delivery model
- produced Communication Services Procedural Manual

Early Identification and Intervention

- accepted early identification and intervention as departmental belief
- focussed services on students from Kindergarten – Grade 3
- conducted system wide J.K. screening program and provided feedback to teachers and parents
- devised and critiqued the speech and language identification intervention process for 1999-2000
- developed early identification process for 1999-2000; programming options for J.K. and system-wide S.K. screening for Fall 1999
- linked with Kindergarten Steering Committee and Early Years Consultant in developing the speech/language Early Identification Process for 1999-2000
- included S.K. screening process as part of Board's Early Identification process
- supported the development of the Board's Early identification process by participating on the working committee
- facilitated the transition and intake of children from outside agencies
- represented the Hamilton-Wentworth District School Board on the Hamilton-Wentworth Regional Pre-School Initiative now known as Early Words
- represented the HWDSB on the Pre-School to School Transition Team
- provided services to 2560 J.K. – Grade 3 students (75% of total students served)

Developing Partnerships

- facilitated transition of students receiving services to school system (in-take meetings - May/June 1998-1999)
- conferred with outside agencies (Community Care Access Centre, medical facilities and clinics)
- collaborated with teachers, parents and other Board professionals at school system meetings and IPRC meetings
- participated on the Curriculum Working Committee to review Early Literacy Programs
- represented the HWDSB at the Hamilton-Wentworth Speech/Language Pathology Interagency group
- maintained linkages to professional associations and colleges
- hosted the Instructional Services Meeting for *May is Speech/Language Hearing Month* and provided activities to heighten awareness of communication disorders
- produced *Fast Facts* for teachers and parents on specific areas of communication development
- liaised with school teams, board professionals and outside agencies

Meeting the Needs of Communicatively Impaired Students

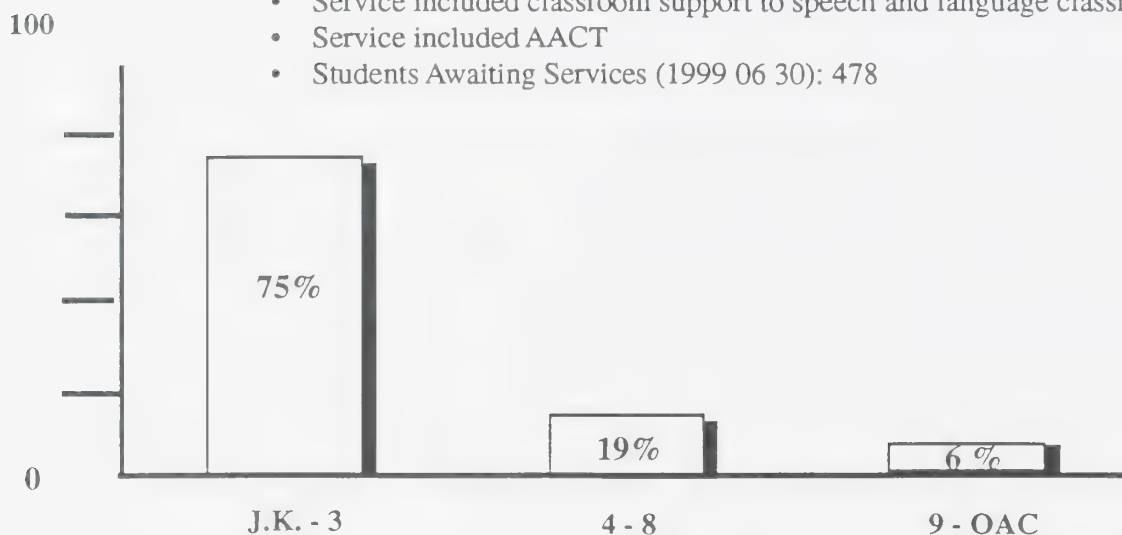
- AACT services for the profoundly impaired, non-verbal, Pervasive Developmentally Delayed (PDD) and Developmentally Delayed (DD) students extended to former county schools
- AACT serviced 386 severely impaired students
- received support for 1.5 SLP, 1.0 Resource Teacher, 1.0 Educational Assistant for AACT from Early Learning grant for January – June 1999
- in-serviced Signing for E.A.s and teachers
- produced individualized computer programs to assist the special needs of students enrolled in both regular and special class placement
- supported the intensive needs of speech/language classrooms (7 system classes) with the equivalent of 1.4 of the team's complement
- developed classroom planner to assist speech/language teachers in providing appropriate language remediation
- modified speech/language classroom planner and developed IEP planner and developed IEP planner to accompany the planner (summer writing team)
- standadized language remediation programs across the system
- presented to IPRC committees to help identify students with significant speech/language disorders
- produced language improvement packages which improved the efficiency and speed of delivering programming to students in regular class placements

- STATISTICAL DATA -

Graph 1

*1998-99 Caseload (Percentage by Grade)***Total Number of Students Supported: 3059**

- Service priority was students K - Grade (service included J.K. screen)
- Service included classroom support to speech and language classrooms
- Service included AACT
- Students Awaiting Services (1999 06 30): 478



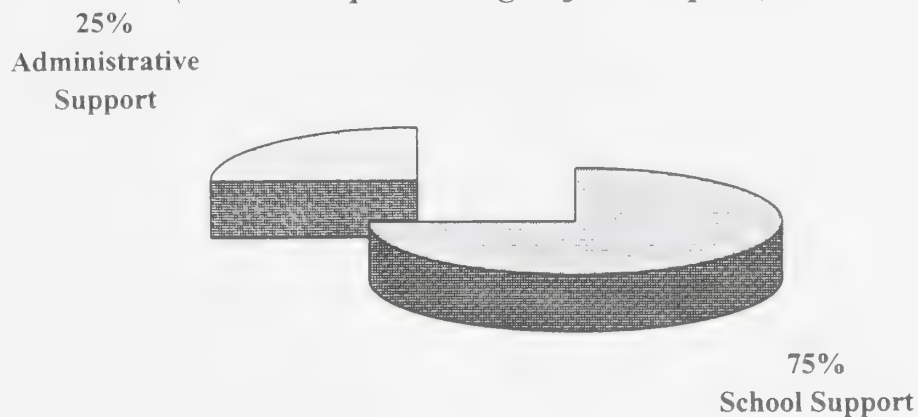
Graph 2

*Percentage of Exceptional and Non-Exceptional Students***Total Number of Students Supported: 3059**

- 78% of the students seen by the Communication Services Team were non-exceptional students. Of the remaining 22% who were exceptional they represented Intellectual - Developmental Disability, Mild Intellectual Disability, Communication - Learning Disability, Speech, Language, Pervasive Developmental Disorders - Autistic, Deaf and Hearing Impaired, Physical; Behavioural; Multiple.

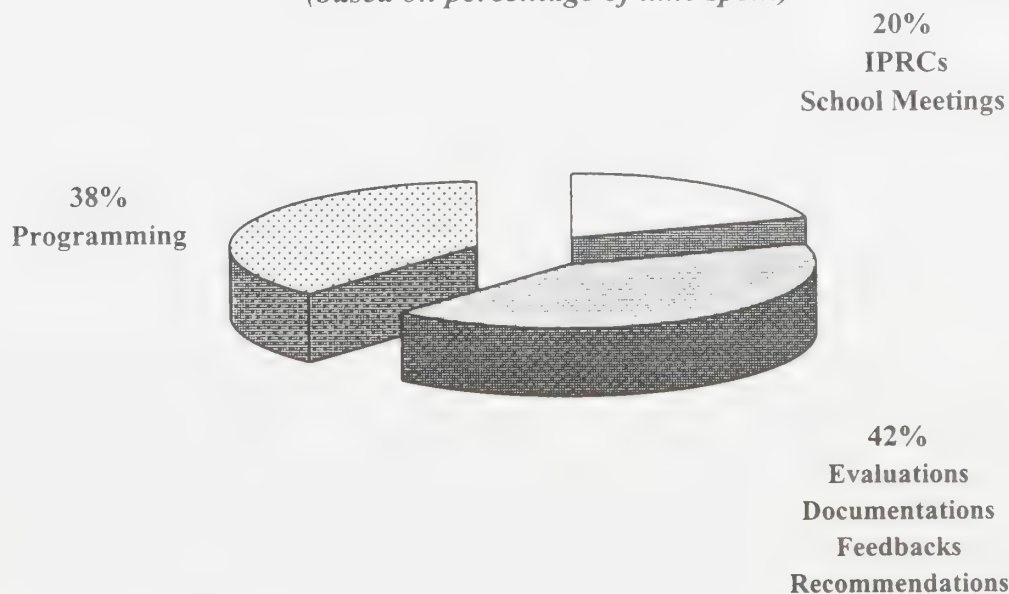
Graph 3

*School Support vs.
Administrative Support
(based on percentage of time spent)*



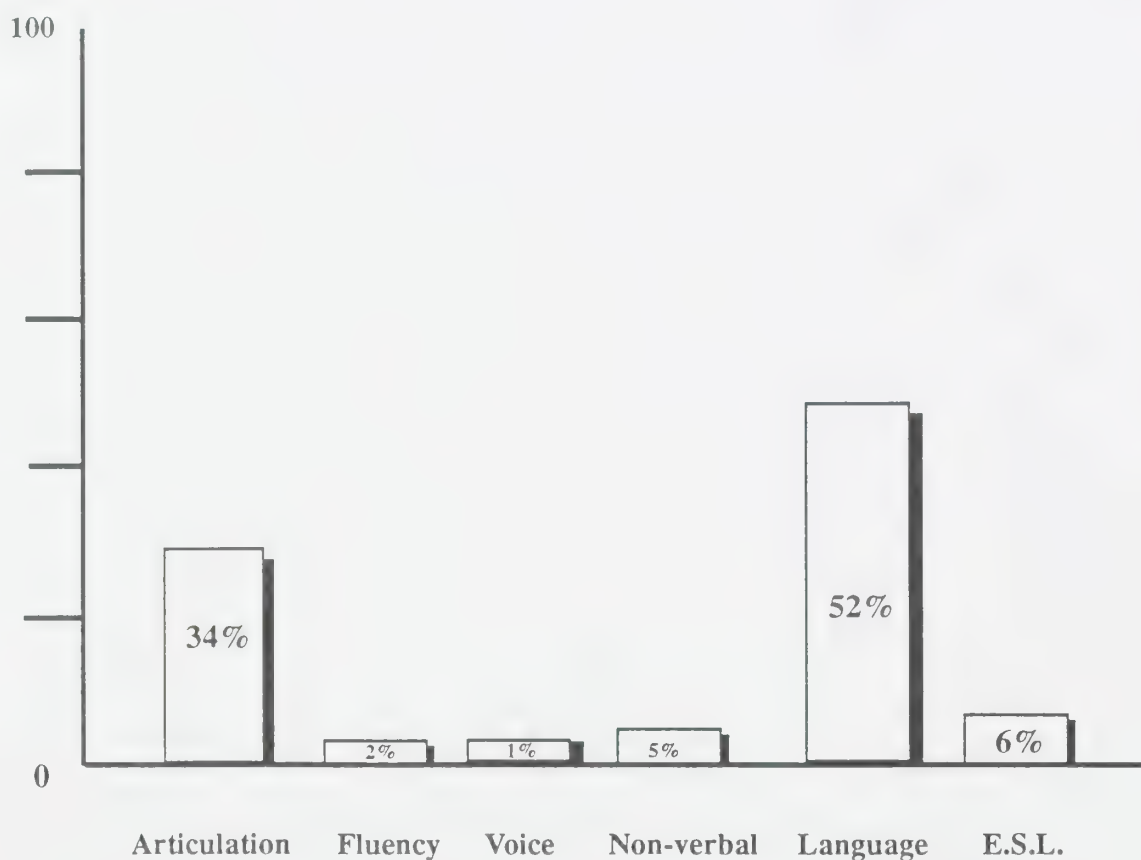
Graph 4

*Breakdown of School Support
(based on percentage of time spent)*



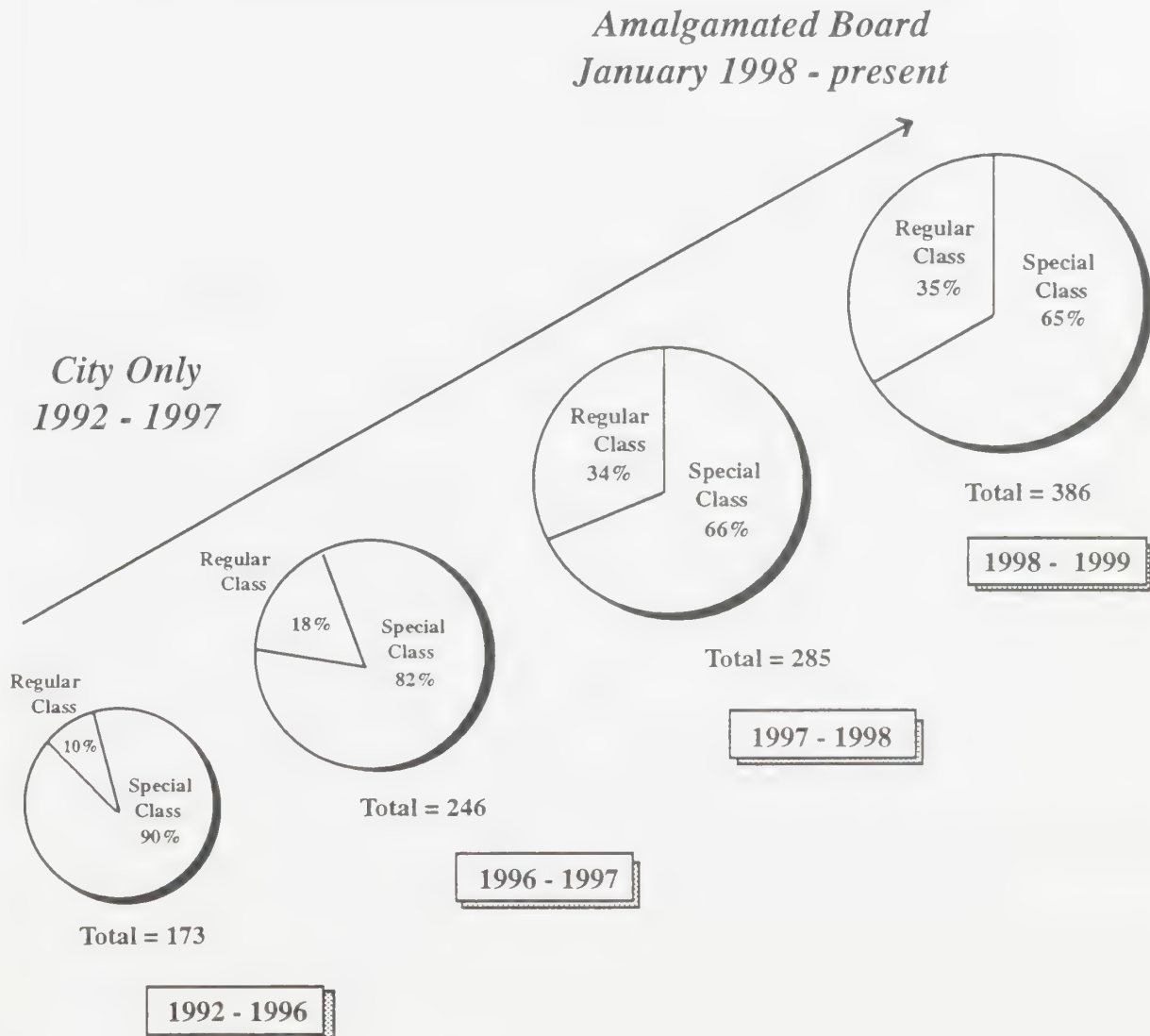
Distribution by Delay/Disorder

Percentage of Caseload: Total Number of Students Supported: 3059



- 82% of the caseload were students with language and/or articulation delays
- students exhibiting language problems were the most likely to exhibit significant academic problems, especially in the reading and writing areas
- students may have presented with one or more delay
- students with voice, fluency and severe phonology disorder can currently be referred to Community Care Access Centre (CCAC) School Health Support Services

Augmentative and Alternative Communication Caseload/Service Delivery Growth 1998 - 99



- * AACT was initiated by the Hamilton Board of Education in 1992; caseload was 173
- * amalgamation increased demand for services from 285 students (1997) to 386 (1998) - demand continues to grow.
- * majority of students are exceptional students with developmental delays/P.D.D.
- * majority of students are primary students (approx. 85%)
- * students are non-verbal or have profound communication disorder
- * students require continual AACT support from school entry to graduation

Future Directions for the Millenium

- Continue to develop the team's vision/mission statements and ensure they co-incide with the Board's vision/mission statements
- Review the efficiency of team's initiatives to:
 1. To provide priority services to JK – Gr. 3 students
 2. Address needs of students with mild to moderate problems
 3. Address the needs of the severely language disabled students
 4. Address the needs of students with language arts difficulties, specifically early literacy development .
- Develop strategies to deal with the increased demand for AACT services, especially since amalgamation
- Implement team's new Early Identification and Intervention Process (Appendix #1 - Flow Chart of Early Identification Process).
- Develop and implement J.K. and S.K. teacher in-services re: language/speech and phoneme awareness development,
- Implement procedures as per the Standard Procedural Manual .
- Continue to expand and modify standard procedures.
- Continue to strengthen and develop partnerships with the Early Years and Primary Curriculum Departments; especially in the areas of language learning and early literacy skills.
- Introduce increased use of computers and advanced technology to improve time management in relation to the delivery of assessments, recommendations and programming. This in turn should increase our ability to provide more student and school contacts.

Communication Services 1998 –1999 Assignments

<i>Dianne Parr</i>	Supervisor, Communication Services Team all secondary schools
<i>Susan Barnard</i> E.A. (1.0)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
<i>Bev Kerr</i> AACT E.A. (0.5 F.T.E.)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
<i>Andrea McDonald</i> SLP (0.3 F.T.E.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities) – as of 99 03 26
<i>Gail Mote</i> Teacher (0.3 F.T.E.)	Augmentative/Alternative Communication Resource Teacher (system responsibilities) – as of 99 03 26
<i>Joan Tressel</i> Teacher (0.4 F.T.E.)	Augmentative/Alternative Communication Resource Teacher (system responsibilities) – on sick leave as of 98 12
<i>Sue Troncho</i> SLP (1.0 F.T.E.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
<i>Elizabeth Belisario</i> SLP (0.5 F.T.E.)	Bell-Stone, Burkholder, George L. Armstrong, Hampton Heights, James Macdonald, Mount Hope
<i>Carla Bizruchak</i> SLP (1.0 F.T.E.)	ACES, Adelaide Hoodless, Beverly Central, Earl Kitchener, Glen Echo, King George, Prince Philip, Sir Isaac Brock, Stinson Street, Woodward
<i>Anita Browne</i> SLP (0.9 F.T.E.)	Eastdale, Glen Brae, Parkdale, Prince of Wales, Queen Mary, Sir W. Laurier, Viscount Montgomery, W. H. Ballard
<i>Patricia Daines</i> (1.0 F.T.E.)	Speech and Language Assistant (school rotation – Mountain/Upper County)
<i>Anna DiFazio</i> SLP (0.5 F.T.E.)	C. B. Stirling, Franklin Road and Speech/Language classroom, Highview, Vern Ames
<i>Rachel Finney</i> SLP (1.0 F.T.E.)	Central Park, Central Public, Dr. J. Seaton, Dundas District, Grange, Greensville, Guy Brown, Lynden, Millgrove, Queen's Rangers, Sheffield
<i>Susan Ham</i> SLP (1.0 F.T.E.)	Lisgar and Speech/Language classroom, Lloyd George, Memorial (city), Robert Land and Speech/Language classroom, Rosedale
<i>Nancy Herrell</i> SLP (0.7 F.T.E.)	Green Acres and Speech/Language classroom, Sir W. Laurier Speech/ Language classroom
<i>Lynn Hicks</i> SLP (0. F.T.E.)	Collegiate Avenue, Lawfield, Linden Park, Mountainview, Thornbrae, Winona
<i>Monica Knott</i> SLP (1.0 F.T.E.)	Bennetto, Centennial, Central, George R. Allan, Gibson, Hess Street, Pleasant Valley, Ryerson, Tweedsmuir, Yorkview
<i>Louise McDonald</i> SLP (0.4 F.T.E.) <i>Lori Vink</i> SLP (0.3 F.T.E.)	Bellmoore, Parkwood, Peace Memorial, Richard Beasley, Tapleytown
<i>Debbie McQuin</i> SLP (1.0 F.T.E.)	Buchanan Park, C. H. Bray, Fessenden, Holbrook, Mountview, R. A. Riddell, Ridgemount, Sanford Avenue, Westview, Westwood

(over)

Communication Services 1999 – 2000 Assignments

<i>Susan Ham</i>	Acting Supervisor (for Dianne Parr on leave) Communication Services Team
<i>Susan Barnard</i> E.A. (1.0)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
<i>Anna DiFazio</i> SLP (0.5 F.T.E.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
<i>Bev Kerr</i> AACT E.A.	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
<i>Gail Mote</i> Teacher (1.0 F.T.E.)	Augmentative/Alternative Communication Resource Teacher (system responsibilities)
<i>Sue Troncho</i> SLP (1.0 F.T.E.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
<i>Carla Bizruchak</i> SLP (0.2 F.T.E.)	Beverly Central, Stinson Street
<i>Anita Browne</i> SLP (1.0 F.T.E.)	C.B. Stirling, Franklin Road, Hampton Heights, Highview, Huntington Park, Lawfield, Lincoln Alexander, Lisgar, Pauline Johnson, Robert Land, Sir John A. Macdonald, Strathcona
<i>Melanie Burnip</i> SLP (1.0 F.T.E.)	Adelaide Hoodless, Dundas Central, Dr. J. Edgar Davey, Eastdale, G.R. Allan, Glendale, Guy Brown, King George, Parkview, Prince Philip
<i>Rachel Finney</i> SLP (1.0 F.T.E.)	Bennetto, Centennial, Central Park, Dr. John Seaton, Dundana, Dundas District, Greensville, Highland, Millgrove, Parkside, Pleasant Valley, Queen's Rangers, Sheffield, Yorkview
<i>Nancy Herrell</i> SLP (0.7 F.T.E.)	Speech and Language Classroom Team (Dundas Central, Green Acres, Lisgar, Pauline Johnson, Sir Isaac Brock)
<i>Lynn Hicks</i> SLP (0.2 F.T.E.)	Linden Park, Thornbrae
<i>Christine Howard</i> SLP (1.0 F.T.E.)	Barton, Bell-Stone, Bellmoore, Billy Green, Hillcrest, Hillsdale, Janet Lee, Mt. Albion, Peace Memorial, Richard Beasley, Sherwood S.S., Tapleytown
<i>Monica Knott</i> SLP (1.0 F.T.E.)	Speech and Language Classroom Team (Franklin Road, Lisgar, Robert Land, Strathcona); school responsibilities: Central, Dalewood, Hess Street, Delta, Ryerson, Tweedsmuir
<i>Debbie McQuin</i> SLP (1.0 F.T.E.)	Ancaster Secondary, Ancaster Senior, C. H. Bray, Chedoke, Fessenden, Grange, Helen Detwiler, Holbrook, Rosseau, Ryckman's Corners, Sanford Avenue, Westmount
<i>Wendy Meyer</i> SLP (1.0 F.T.E.)	Buchanan Park, Elizabeth Bagshaw, Gibson, James McDonald, Mt. Hope, Queen Victoria, Ridgemount, Sir W. Churchill, Sir W. Laurier, Vern Ames
<i>Joan Murray-Wood</i> SLP (0.5 F.T.E.)	Green Acres, Lake Avenue, Orchard Park, Rosedale, Woodward
<i>Cathy Pintwala</i> SLP (0.7 F.T.E.)	Memorial (former county), Mountainview, Parkwood, Queen Mary, R. L. Hyslop, Saltfleet, W. H. Ballard, Winona
<i>Valerie Regnerus</i> SLP (1.0 F.T.E.)	A. M. Cunningham, Cardinal Heights, Fairfield, Glen Brae, Glen Echo, Hill Park, Lloyd George, Parkdale, R. A. Riddell, Red Hill, Sir I. Brock, Westdale

Communication Services Transition/Amalgamation Planning

Continuation and changing of our service must support our beliefs:

- early identification and intervention (JK-3)
- severely impaired and academically at risk students are a priority
- programming needs to be integrated into the curriculum

We need to continue:

1. Joint and shared partnerships that support students in the classroom, at home and in the community -
 - all levels of speech/language pathology involvement are necessary and equally important
 - a range of service options is critical
 - there must be recognition of practical restraints on our service (i.e. staffing levels)
2. SLP working with school staff to determine the level of program (individual, small group, class) and appropriate personnel to deliver program (SLA, teacher EA, ISSP)
3. Linking speech/language goals and outcomes directly to curriculum.
4. At least the current SLA staff (under SLP supervision) as an important component of speech/language programming.
5. Informing parents at each level of our involvement. This should be co-ordinated through the school. (i.e. school meeting)
6. In-servicing to teachers and parents.

We are continually changing, improving and fine tuning our service, recognizing limits imposed by staffing and funding. Changes/improvements to consider are:

1. Increasing education to schools and the community that all SLP programming impacts on students. (direct/indirect programming terminology is not appropriate to a school setting)
2. More use of school meetings to extend SLP programming at all levels.
 - speech/language goals should be part of any student's IEP
 - more school involvement could increase the effectiveness of parent training, material/review and follow-ups
3. A 'Material Development - Kit Services Team' to expand availability of teacher-friendly materials that are linked to curriculum.
 - this team would include SLP, SLA, teacher
4. Kindergarten level intensive program to support early identification
 - other J.K. follow-ups also to be considered

6-14

Communication Services Procedural Manual

Order of Contents

I Introduction

- Board Policies and Procedures

II Our Team

- Committee Structures
- Guiding Principles
- Vision and Purpose Statements
- Beliefs

III Terms

- Terms

IV Referral Process

- Procedure for Requesting a Referral
- Procedure for use of Checklist
- Referral Form
- Procedure for Referral Waiting List
- Procedure for Outstanding Referrals
- Left the System Letter
- Pulled Referral Letter
- Referral Tracking Form

V Working Files

- Procedure for Working Files
- Procedure for Transfer of Working Files
- Procedure for Reviewing Student Files
- Procedure for Distribution of Reports
- Parent Letter
- Communication Services Report (type 1)
- Communication Services Report (type 2)
- Progress Report

VI Contact Logs

- Contact Log Information
- Contact Log
- School Contact Summary

VII Practice

- Cumulative Caseload
- Practice Session Goal Sheet
- Practice Session Log Sheet

VII Other

- System Meeting Notes
- Assessment Tracking
- AACT Needs Assessment Review
- Summary Sheet (Assessment Results)
- Label Consistency
- J.K. Screening

- Flow Chart for Proposed Speech and Language Model -

Early Identification Process

J.K. Teacher:

- observes student throughout year and consults with SLP as necessary regarding students
- can attend in-service by SLPs re: classroom language goals
- can request school SLP to model language goals in class
- highlights students who will require S.K. screening with flag in O.S.R. for end of June

**S.K. Teacher:**

- reviews flagged students using Teacher Observation Form
- observes new students, completes Teacher Observation Form and determines whether appropriate for screening
- completes Communication Services Referral Form for students to be screened
- send referral, Social History Form and Teacher Observation Form to Communication Services by end of September

**SLP:**

- schedules screening time in schools starting in October
- screens student to determine difficulty and needs between October and December
- provides feedback



Referral to Outside Agency
(CCAC), Audiology, etc.

Programming designed from
screening result for teacher,
parents, LRT, EA, etc.

Further assessment by SLP



School meeting to
discuss psychological testing

Programming

Fast Facts For Parents

From Communication Services



HELP YOUR CHILD LEARN TO SPEAK CLEARLY

1.EXPECT ERRORS: All children make some errors in articulation. Children normally takes 7 to 8 years to learn to say all of our English sounds correctly.

2.HONESTY PAYS: Be honest when you do not understand what your child says. Admit that you do not understand. Ask the child to tell you again. Or say "Show me what you are talking about." When you understand part of your child's remark, let the child know.



3.BE A GOOD LISTENER: Listen to what your child is trying to tell you, not how it is said. Ignore your child's errors. Correcting errors, instead of responding to the message, can undermine your child's confidence as a speaker. To improve, your child must keep talking. If you constantly correct errors, your child may begin to speak less and less. You want talking to be a good experience

4.IGNORE MISTAKES: When people laugh at speech errors, your child feels angry and frustrated. Teasing never improves speech. Don't imitate the child's "baby talk". Use correct speech that your child can imitate. Ask your family members and friends to do the same.

5. MODEL GOOD SPEECH: When your child makes errors, repeat the child's message correctly. But don't ask the child to repeat after you. Children learn by listening. They need to listen to good speech. Your examples or models of correct speech help your child in two ways. First, your child knows that you understood. Second, your correct speech helps your child learn to speak more clearly. You have given the child a chance to hear correct speech.

6. FIGHT EAR INFECTIONS: Good hearing is necessary for the development of normal articulation. Ear infections can cause hearing losses. Even mild hearing losses may prevent children from hearing the difference between certain consonant sounds.

7. BE A GOOD SPEECH MODEL: When a child's speaking partners use normal speech, the child usually develops normal speech, too. You do need to be concerned and take action if your child is not speaking or has multiple articulation errors.

Above By: Elizabeth M. Prather PhD.

****Consult a Speech-Language Pathologist if you are concerned about your child's speech development.**

FOR MORE INFORMATION REGARDING SPECIFIC SPEECH PROBLEMS AND HOW TO HELP AT HOME WITH THE CORRECTION, ALWAYS CONSULT A SPEECH-LANGUAGE PATHOLOGIST.

#7

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director.

Signature: Merv. Matier

Date: Oct. 28/99

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 1999 11 04

RE: PSYCHOLOGICAL SERVICES YEAR-END REPORT

RECOMMENDATION:

Moved by _____, that the Psychological Services Year-End Report be received for information.

The Psychological Services Year-End Report is a method by which a support service can be accountable for its service to schools. The various tasks throughout the year are identified and are seen within the context of "harmonizing". Certainly, this has been a difficult task and department members have given unfailingly of their time with energy and expertise to provide as much support as possible to our students, parents and staff.

There has been much discussion within the department of goal-setting, a plan of action, measuring outcomes, etc. Now that we have completed a year of amalgamation tasks, it is possible to move on to proactive tasks. We expect this school year, 1999-2000 to be outcome-focussed; therefore, the next report will reflect these changes.

*The Hamilton-Wentworth District School Board
Instructional Services*

Psychological Services

Year-End Report Highlight Summary 1998 - 1999



PSYCHOLOGICAL SERVICES
YEAR-END REPORT
(1998 – 1999)

On behalf of Psychological Services, I am pleased to summarize our involvement and activities for the 1998-1999 school year. This period presented many challenges as the department sought to blend procedures, forms and priorities from the two former systems. Still, with the needs of our schools firmly in mind, we were able to focus on requests for assessment and consultant services, maintain critical involvements and take on a few new initiatives. During 1998-1999, Psychological Services engaged in a range of school-based, system and departmental activities.

Faced with a large and growing waitlist for assessment, the department chose to prioritize **school-based** activities. We spent most of our time out in schools, offering informal and formal consultation regarding individual students with behavioral and/or learning needs, offering input on broader school issues and support to staff and parents, providing assessment services and participating in multidisciplinary team and Identification Placement Review Committee meetings.


At the **system** level, members of Psychological Services participated in a number of initiatives and offered substantial time to committee work. For instance, the department chaired the Special Class Admission/Demotion Criteria Committee, bringing forward a document that was approved as policy in the spring. Members of the department also had input on system directions related to, for example, gifted students, behaviour classes, assessment and evaluation, and early identification (*see annotated statistical highlights for a complete listing of committee involvements*).

Psychological Services supported the system in 1998-1999 through presentation of department research findings entitled "A Review of Special Education Programs: Factors that Mediate Success for Exceptional and At-Risk Students". This paper represents the culmination of a decade of data-gathering and analysis, and sheds important light on outcomes of services that the school board provides and on areas of continued need. A new research project associated with the experimental Alternative Education Program for intermediate students (Apollo) was announced and piloted in 1998-1999. Psychological Services also provided current information to the system on a variety of mental health and education-specific topics through inservice, direct consultation and information sheets (*see appended listing*).

Many **community** activities were maintained throughout 1998-1999. Department members participated on a range of committees related to children's academic and mental health, and provided liaison and support services as requested.

Finally, there were a number of **department** activities that became priorities over the past year. It was important, for example, to establish consistency in practices regarding new referrals. A small internal committee was formed to create a list of guiding principles and set of criteria for accepting referrals for assessment. The department also created new referral and consent forms and administrative staff developed a new electronic database for tracking referrals. In preparation for the move within the Education Centre, all tests, books, journals and software were reviewed and obsolete materials were purged to make room for the creation of a psychological resource library housing state-of-the-art materials. Staff members also took advantage of a number of professional development opportunities to enhance the quality of support to the system. Finally, during a year-end retreat, the Psychological Services members resolved to plan and conduct a system-wide needs assessment to assist us in reviewing the current model of service delivery.

With a year of experience as an amalgamated Board behind us, Psychological Services looks forward to the year ahead in anticipation of new challenges and diverse opportunities to provide support to students, schools and the system as a whole.



Kathy Short, Ph.D., C.Psych.
 Supervising Psychologist (Acting)



Marguerite Botting
 Superintendent of Instructional Services

Prepared by: Karen Accardo, Secretary, Psychological Services

ANNOTATED STATISTICAL HIGHLIGHTS**SCHOOL-BASED ACTIVITIES**

ASSESSMENTS AND FORMAL CONSULTATIONS	Assessments typically include: history-taking, file review, community liaison, classroom observation, formal testing, report writing, feedback meeting, follow-up consultation. Formal consultations are similar, but may be used in cases in which formal testing is not required or is not possible.	989
MULTIDISCIPLINARY TEAM CONTACTS	During multidisciplinary team meetings, consultants provide information and support to schools regarding individual students and school-based issues. This may include: file review, integration of history and psychological data, program recommendations, review of research and dissemination of information regarding mental health / education, intake for assessment.	3,987
IPRC MEETINGS	Consultants follow-up on students that they have been involved with by attending IPRC meetings to share results from psychological assessments.	946
Total Referrals		5,922

SYSTEM ACTIVITIES

SYSTEM COMMITTEES	Alternative Program Advisory Committee Assessment and Evaluation Committee Behaviour Class Committee Early Intake Process Committee Gifted Review Committee PSSP/Board Joint Committee Special Class Admission/Demission Criteria - Chair
SYSTEM TEAMS	Crisis Response
RESEARCH	"A Review of Special Education Programs: Factors that Mediate Success for Exceptional and At-Risk Students" Apollo Pilot Evaluation
PUBLICATIONS	Information Sheet #11: "A Survey of Private Tutoring Services in the Hamilton-Wentworth Region" Information Sheet #12: "Stress Management" Information Sheet #13: "Mood Disorders: Depression in Children and Adolescents" Information Sheet #14: "Underachievement"

COMMUNITY ACTIVITIES

COMMUNITY ACTIVITIES / LIAISON / SUPPORT	AATD, Association of Bright Children, Autism Ontario, Brock University, Centre for Studies of Children at Risk, John Howard Society, Preschool Prevention Planning Initiatives Committee, Youth Crime Prevention/Police Department Central flow of confidential psychological information (i.e., assessment reports, standard scores, etc.) into (502) and out of (126) department
CONFERENCE PRESENTATIONS	HWDSB Annual Parent Conference HWDSSB Annual Parent Conference International Preventative Psychiatry Convention (Greece) Ontario Federation Annual Home and School Conference Parenting Workshop (Aylmer)

OTHER

VIOLENT/RESTRAINT INCIDENT REPORTS	Supervisor reviews, provides support as necessary and files.	200
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PSYCHOLOGICAL SERVICES

In-Service Topics

Adolescents:

Characteristics of the Early Adolescent

Characteristics of the Adolescent

- * Cults and the Adolescent

Anxiety:

Assessment Issues

Intervention Issues

Helping the Anxious Child in the Classroom

Assessment:

- * Psychological Assessment
 - Assessment Strategies without Standardized Tests
 - Multi-Disciplinary Assessment of Students with Head Injuries
 - Assessment of Students in French Immersion
 - Assessment of Minority Children
 - Assessment of Learning Potential
 - Assessment of English As A Second Language Students
 - Life Skills Assessment
- * Interpreting Psychoeducational Reports

*** Attention Deficit Hyperactive Disorder:**

- * Characteristics of ADHD
- * Identification of ADHD
- * The Needs of ADHD Students
- * Programming Considerations for ADHD Students
- * The Use of Ritalin and other Medication for the Treatment of ADHD Students

Behaviour Modification and Management:

- * A Developmental Perspective
- * Principles of Behaviour Modification and Management

*** Behavioural Disturbances:**

- * Characteristics of the Various Behavioural Disturbances
 - (e.g., Conduct Disordered Students, Oppositional Students)
- * Identification of Behavioural Disturbances
- * The Needs of Students with Behavioural Disturbances
- * Programming Considerations for Students with Behavioural Disturbances

Central Auditory Processing Deficit:

What is it? What can we do about it?

Child Development

Concept Mapping for Reading, Writing and Studying

Counselling:

Counselling Parents with Ethnic Backgrounds

Family Systems Therapy

Cross-Age Tutoring**Depression:**

- * Assessment Issues in Childhood Depression
- * Intervention Issues in Childhood Depression
- Relationship between Parental Depression and Child Affective Development
- Depression/Suicide

Developing Written Language Skills**Developmental Principles in the Mentally Retarded Population****English As A Second Language Strategies****Family Interactions in Families with Differently-Abled Children****Feuerstein's "Instrumental Enrichment" Program****Gifted:**

- * Identification of Gifted Students
- Emotional Needs of Gifted Students
- Programming for Gifted/Bright Pre-Scholars
- Enrichment in the Regular Classroom

Head-Injured Students (Re-integration)**Homework and Its Effects****Immigrant and Refugee Mental Health**

- * Individual Pupil Programs (I.P.P.'s)

Language Learning Strategies for Poverty Children**Learning Disabilities**

- * Math Disabilities

- * Mathematics and Gender Differences

Organizational Skills**Parent Volunteer Training****Peer Mediation****Peer Tutoring****Prevention Programming in the Schools**

- * Private Tutoring Services in the Hamilton-Wentworth Region (Information Sheet #11)

PSYCHOLOGICAL SERVICES – In-Service Topics (*Continued*)**Reading**

* Role of the Psychological Consultant/School Psychologist on the School Team

* School Refusal

Self-Esteem**Stress:**

* Stress Management

Stress and Children

Task Analysis**Test Anxiety****Tests:**

Explaining the WISC-III

Interpreting Group Test Results

Explaining the K-ABC

Administration and Use of the Raven's Progressive Matrices

Error Analysis for the Gates-MacGinitie Reading Test

Brigance

Woodcock-Johnson Scales of Independent Behaviour

* Threat Assessment

* Wellness

* Inservices Provided 1998 September – 1999 June

1999 September

**PSYCHOLOGICAL SERVICES
1998 - 1999 ASSIGNMENTS**

Dr. Marie Bountrogianni (1.0 FTE)	Supervisor Ancaster High
Gillian Anchel (1.0 FTE)	Ancaster Senior, Chedoke, Spencer Valley, Westview, Barton, Delta, Glendale, Lawrence Alter.Ed., Mountain, Parkside, Parkview, Phoenix Alter.Ed., Scott Park, Sir A. MacNab, Sir J.A. Macdonald, Sir W. Churchill, Waterdown, Westdale, Westmount
Darlene Bennett-Bauer (0.6 FTE)	A.M. Cunningham, Dalewood, Earl Kitchener, G.R. Allan, Norwood Park, Ryerson, Sanford Avenue
Lois Campbell (1.0 FTE)	C.B. Stirling, Helen Detwiler, James MacDonald, Linden Park, Pauline Johnson, Queensdale, R.A. Riddell, Ryckman's Corners, Seneca, Strathcona, Westwood
Pat Oertel (1.0 FTE)	Bennetto, Centennial, Dr. J.E. Davey, Fessenden, Grange, Greensville, Hess Street, Lynden, Pleasant Valley, Prince of Wales, Queen's Rangers (Champs), Yorkview, Highland
Jo-Ann Reitzel (0.7 FTE)	Bell-Stone, Eastdale, Highview, Lake Avenue, Memorial(W), Mount Albion, Mount Hope, Mountain View, Winona, Hill Park
David Ryckman (1.0 FTE)	Buchanan Park, Cardinal Heights, Dr. J. Seaton, Dundana, Gordon Price, Holbrook, Mary Hopkins, Millgrove, Mountview, Ridgemount, Rousseau, Sheffield
Kathy Short (1.0 FTE)	Central Park, Dundas District, Green Acres, Janet Lee, R.L. Hyslop, Tweedsmuir (.5 Prevention Psychology)
Lori Szwarcz (0.8 FTE)	A.C.E.S., Adelaide Hoodless, Allenby, Central, Flamborough Centre, Gibson, King George, Prince Philip, Queen Victoria, Robert Land, Stinson Street
Joseph Trovato (1.0 FTE)	Fairfield, Glenwood, Lloyd George, Memorial(H), Parkdale, Queen Mary, W.H. Ballard (.5 Behaviour)
Linda Tsaros (1.0 FTE)	Eastmount Park, Fernwood Park, G.L. Armstrong, Huntington Park, Lincoln Alexander, Lisgar, Richard Beasley, Rosedale, Sherwood Heights, Thornbrae, Vern Ames
Doreen Vella (1.0 FTE)	Bellmoore, Billy Green, Collegiate Avenue, Hillsdale, Parkwood, Roxborough Park, Sir I. Brock, Sir W. Laurier, Tapleytown, Viscount Montgomery, Woodward (.2 Research)
Cynthia Wilkinson (1.0 FTE)	Balaclava, Beverly Central, Burkholder Drive, Central Dundas, C.H. Bray, Elizabeth Bagshaw, Guy Brown, Hampton Heights, Hillcrest, Lawfield (.2 Gifted)
Judith Wilkinson (0.4 FTE)	Franklin Road, Glen Brae, Glen Echo, Peace Memorial, Red Hill, Orchard Park, Saltfleet, Sherwood

PSYCHOLOGICAL SERVICES
1999 - 2000 Interim ASSIGNMENTS

Dr. Kathy Short	Supervising Psychologist (Acting)
Gillian Anchel (1.0 FTE)	Ancaster Senior, Chedoke, Spencer Valley, Westview, Barton, Delta, Glendale, Lawrence Alter.Ed., Mountain, Orchard Park, Parkside, Parkview, Phoenix Alter.Ed., Scott Park, Sherwood, Sir A. MacNab, Sir J.A. Macdonald, Sir W. Churchill, Waterdown, Westdale, Westmount
Lois Campbell (1.0 FTE)	Adelaide Hoodless, C.B. Stirling, Helen Detwiler, James MacDonald, Linden Park, Pauline Johnson, Queensdale, R.A. Riddell, Ryckman's Corners, Seneca, Strathcona, Westwood
Pat Oertel (1.0 FTE)	Bennetto, Beverly Central, Centennial, Dr. J.E. Davey, Fessenden, Greenville, Lynden, Pleasant Valley, Prince of Wales, Queen's Rangers (Champs), Yorkview, Highland
Jo-Ann Reitzel (0.7 FTE)	Bell-Stone, Eastdale, Highview, Lake Avenue, Memorial(W), Mount Albion, Mount Hope, Mountain View, Winona, Hill Park
David Ryckman (1.0 FTE)	Buchanan Park, Cardinal Heights, Dr. J. Seaton, Dundana, Gordon Price, Holbrook, Mary Hopkins, Millgrove, Mountview, Ridgemount, Rousseau, Sheffield
Lori Szwarc (0.8 FTE)	A.C.E.S., Allenby, Central, Flamborough Centre, Gibson, King George, Prince Philip, Queen Victoria, Robert Land, Stinson Street
Joseph Trovato (1.0 FTE)	Fairfield, Glenwood, Lloyd George, Memorial(H), Parkdale, Queen Mary, W.H. Ballard (.5 Behaviour)
Linda Tsaros (1.0 FTE)	Eastmount Park, Fernwood Park, G.L. Armstrong, Huntington Park, Lincoln Alexander, Lisgar, Richard Beasley, Rosedale, Sherwood Heights, Thornbrae, Vern Ames
Doreen Vella (1.0 FTE)	Bellmoore, Billy Green, Collegiate Avenue, Hillsdale, Parkwood, Roxborough Park, Sir I. Brock, Sir W. Laurier, Tapleytown, Viscount Montgomery, Woodward (0.2 Research)
Cynthia Wilkinson (1.0 FTE)	Balaclava, Burkholder Drive, Central Dundas, C.H. Bray, Franklin Road, Grange, Guy Brown, Hampton Heights, Hess Street, Hillcrest, Lawfield (.3 Gifted)
Judith Wilkinson (1.0 FTE; 0.6 Temporary)	A.M. Cunningham, Dalewood, Earl Kitchener, Elizabeth Bagshaw, G.R. Allan, Glen Brae, Glen Echo, Norwood Park, Peace Memorial, Red Hill, Ryerson, Sanford Avenue
To Be Announced	Central Park, Dundas District, Green Acres, Janet Lee, R.L. Hyslop, Tweedsmuir, Ancaster High, Saltfleet

#8

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director.

Signature: Merv. Matier

Date: Oct. 28/99

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 1999 09 30

RE: ANAPHYLAXIS POLICY

RECOMMENDATION:

Moved by _____, that the "draft" Anaphylaxis Policy be referred to the Joint Advisory Committee.

Within our Board we have many students who are anaphylactic. These students have severe, life threatening allergic reactions that require a rapid response when the student is exposed to the allergen. The safety of the student is dependent upon the cooperation of the entire school community.

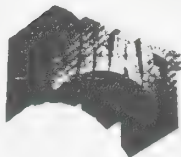
Thus far, schools have developed a protocol that is unique to the school, to student needs and to staff expertise. This draft policy is a guideline that ensures schools will consider all possible options, identify all responsibilities and all responses within an extensive continuum. The policy does not prescribe a "one size fits all" plan for schools. Just as each student's allergen response is unique; the school's plan must be unique.

It is important to recognize the diligence and commitment of the committee as the members met several times over the 1998-1999 school year. Dr. Janice Tomlinson, in her role as Committee Chair ensured that representation was broad-based to reflect all the school community stakeholders who must cooperate to support the emergency needs of the anaphylactic student.

With gratitude, we recognize the following committee members:

Dr. Janice Tomlinson, Principal, Chair
Jane Evans, Principal
Gary Moncur, Principal
Gail Patti-Buntain, Principal
Donna Quigley, Principal

Erin-Blythe Reddie, Principal
Marilyn Stewart, Principal
Heather Bullock, Trustee
Carol Phillips, Principal
Dr. Eleanor Lalli, Medical Resource/Parent



Date Approved: 00/00

Policy No. 000

PROCEDURES FOR DEALING
WITH LIFE-THREATENING
ALLERGIES AND FOR ADMINISTRATION
OF PRESCRIBED MEDICATION
(i.e. severe allergic reaction)

Projected Review Date: 00/00

POLICY STATEMENT: It is the policy of The Hamilton-Wentworth District School Board that the school principal shall prepare a School Anaphylactic Management Plan when there is an identified anaphylactic student in the school.

Responsibility: Superintendent of Instructional Services

OPERATING PROCEDURES:

Background:

While schools cannot ensure an allergen-free environment, it is recommended that the School Anaphylactic Management Plan include the necessary measures and procedures to reduce the risk of anaphylactic reactions and to assist the school in making the school allergen-safe.

Anaphylaxis is a severe, life-threatening allergic reaction that could result from food consumption, bee stings, strenuous exercise, environmental factors, etc. The Hamilton-Wentworth District School Board recognizes that parents/guardians and the medical profession have primary responsibility for the management of the medical condition(s) of students. However, the safety of anaphylactic students in a school setting depends on the co-operation of the entire school community in order to minimize risk of exposure, and to ensure rapid response to emergency. Where there is an identified anaphylactic student in the school, the school shall have a School Anaphylactic Management Plan which addresses the responsibilities of staff, parents and student.

The medication procedure is for the anaphylactic student, not other students.

"Medication" when used in this policy and administrative procedures refers only to medication that is prescribed by a physician. Non-prescriptive medication is not to be administered by staff.

Situations may arise that require staff to administer prescribed emergency medication which is necessary only in specific emergency or life-threatening situations (e.g. epinephrine administered by an Epipen for severe anaphylactic reaction). Procedures relative to the administration of Epipen will be adopted only when the following conditions apply:

1. Medication, by necessity, is to be taken during school hours;
2. Medication is prescribed by a physician; and
3. It is not possible for the student to self-administer the medication

Note: (Due to rapid reaction rate, students may not be capable of self-administration and will need to have another person administer the Epipen.)

A. SCHOOL PRINCIPAL

The principal has the responsibility to:

1. Share and review policy and procedures with parents/guardians of anaphylactic student
2. The principal has the responsibility to develop the School Anaphylactic Management Plan (SAMP).
In developing the SAMP, the principal shall:

- a) Develop and maintain plans for reducing risk in classrooms and common areas (e.g. computer lab, gym, music room, lunchroom, library, rental areas, day care, snack bar, cafeteria, vending machines, playground, etc.)
- b) Communicate about life threatening allergies to parents, students and staff (see Appendix 3)
- c) Communicate relevant information (type of allergy, monitoring and avoidance strategies, appropriate treatment) to all persons (teachers, office staff, educational assistants, substitute teachers, school bus drivers, volunteers) who may supervise students with life threatening allergies.
- d) Post the emergency forms in the staff room and office.
- e) Review student safety as he/she travels to and from school on Board approved transportation carrier.
- f) Arrange for annual in-service / training for staff and, where applicable, volunteers. Review procedures periodically.
- g) Develop an emergency procedures plan for each identified anaphylactic student (see Appendix 1).
- g) Ensure that instructions from the student's physician and any other necessary forms (provided by the parent/guardian) are on file (see Appendix 1).
- h) Maintain up-to-date emergency contacts and telephone numbers.
- i) Provide storage for additional Epipens in easily accessible locations.
- j) Establish safe procedures for field trips and extra-curricular activities.
- k) Send all prescribed medication home at the end of the school year.
- l) Input to the Student Information System allergen data.
- m) Confirm that epipens are up-to-date.

B. PARENTS / GUARDIANS OF AN ANAPHYLACTIC STUDENT

The parents /guardians have the responsibility to:

1. Inform the school of their child's allergies, confirmed by physician. (see Appendix 1)
2. Provide the school with physician's written instructions for administering medication and ensure that these instructions are on the child's Epipen (see Appendix 1).
3. Provide the school with one up-to-date Epipen, preferably two wherever possible.
4. Provide a MedicAlert™ bracelet or necklace for their student.
5. Determine, with the physician, when a student is able to take responsibility for self-administration of the Epipen.
6. Complete emergency form and review annually (see Appendix 1).
7. Provide information and assistance to school, teachers and school council as requested.
8. Provide in-service for staff, if requested.
9. Review the School Anaphylactic Management Plan with school personnel and school council.
10. Supply information for school publications; for example,
 - recipes
 - foods to avoid
 - alternate snack suggestions
 - resources
11. Provide safe foods for special occasions for their child.
12. Teach their child:
 - to recognize the first symptoms of an anaphylactic reaction
 - to know where medication is kept, and who can get it
 - to communicate clearly when he or she feels a reaction starting
 - to carry his/her own Epipen and understand its purpose
 - to use the Epipen, if capable of self-administration
 - to eat only foods brought from home, until the student is capable of checking labels and monitoring intake
 - to check labels and monitor intake
 - to understand the importance of hand-washing
 - to recognize and understand their allergy
 - to take as much responsibility as possible for his/her own safety and well-being
13. Assist with supervising field trips, when requested.
14. Supply current photographs of their child for identification.

C. ANAPHYLACTIC STUDENTS

Wherever possible and contingent on the physical and mental capabilities of the child and consent of the parent, the anaphylactic student has the responsibility to:

1. Wear a Medic Alert bracelet or necklace.
2. Carry his/her EpiPen at all times when written consent of parent is provided.
3. Follow expectations of physician and parent.
4. Wash hands before eating.
5. Eat only foods brought from home. Students should not share food, drinks, utensils, containers, dishes, cups etc.
6. Avoid open containers which could contain food refuse; avoid participation in recycling programs.
7. Learn to recognize the symptoms of an anaphylactic reaction.
8. Monitor own wellness and promptly inform an adult as soon as accidental exposure occurs or symptoms appear
9. Identify self to personnel associated with the school i.e. supply teachers, co-op student, parent volunteer
10. Know how to use EpiPen if capable of self-administration*
11. Where appropriate learn the contents of products in their natural environment
12. Tell an adult if a situation of concern or potential danger arises

*Note: Due to rapid reaction rate, students may be unable to notify an adult and/or self-administer the EpiPen.

D. CLASSROOM TEACHER/OCCASIONAL TEACHER

The classroom teacher/substitute teacher has the responsibility to:

1. Inform principal that there is a student with severe allergies in the classroom.
2. Follow the school action plan for reducing risk in classrooms and common areas.
3. Leave information, including a photo, regarding the anaphylactic student in an organized, prominent and accessible format for substitute teachers where written consent of parent is provided.
4. Display a student medical alert form, including photo in the classroom, with parental approval.
5. Discuss anaphylaxis with the class, in age-appropriate terms.
6. Stress the importance of not sharing lunches, snacks, utensils or containers.
7. Reinforce hand washing before and after eating.
8. Facilitate regular communication between parents and teachers.
9. Follow the emergency protocol.
10. Attend in-services, information sessions, training workshops relating to anaphylaxis.
11. Communicate relevant information (type of allergy, monitoring and avoidance strategies, appropriate treatment) to all persons (teachers, office staff, educational assistants, substitute teachers, school bus drivers, volunteers) who may supervise students with life threatening allergies.
12. Carefully monitor students at risk of anaphylaxis and take extra precautions choosing classroom materials and planning classroom activities/field trips/special events, in consultation with parents.
13. Inform parents of special occasions in classroom where food will be prepared or served.
14. When the student experiences an allergic reaction, follow the emergency plan. (Appendix 1).
THERE IS NO ALTERNATIVE.

E. ALL SCHOOL PERSONNEL

All school personnel have the responsibility to:

1. Be aware of anaphylactic students in the school.
2. Be aware of School Anaphylactic Management Plan and follow it.
3. Be aware of location(s) of EpiPen(s).
4. Be aware of individual emergency plans, where applicable (Appendix 1).
5. Participate in annual inservice.

F. HEALTH/SCHOOL NURSES

The Health/School nurse, as requested, has the responsibility to:

1. As requested, consult with and provide information to parents, students and school personnel.
2. Participate in planning school procedures.
3. Participate in in-service and EpiPen training.
4. Assist in developing emergency plans.

G. SCHOOL COUNCILS

The School Council has the responsibility to:

1. assist in development of anaphylactic procedures as part of the School Anaphylactic Management Plan.

H. ALL PARENTS/GUARDIANS WITHIN THE SCHOOL COMMUNITY

The parents/guardians within the school community have the responsibility to:

1. Comply with Board Policy regarding allergen-safe school.
2. Support the principal and staff in education / communication to all students regarding the need for an allergen-safe environment.

I. Volunteers

Volunteers have the responsibility to:

1. Be aware of anaphylactic students in the school.
2. Be aware of School Anaphylactic Management Plan.

APPENDICES

Appendix 1	Emergency Allergy Alert Form
Appendix 2	How to Use the Auto-injector
Appendix 3	Sample Parent Letters and Newsletter Items
Appendix 4	Food Allergy Facts
Appendix 5	Anaphylaxis – What is it?
Appendix 6	Anaphylaxis in Schools & Other Child Care Settings
Appendix 7	Viewpoint: Emergency Medical Intervention
Appendix 8	Pamphlets from Lung Association and Allergy Asthma & Immunology Society of Ontario
Appendix 9	Peanut butter-less Lunches
Appendix 10	Resources
Appendix 11	Consent To Photograph

THE HAMILTON WENTWORTH DISTRICT SCHOOL BOARD

(SAMPLE - EMERGENCY FORM)

(To be completed by parent in consultation with the physician and school)

Place child's
photo here.

SECTION A (to be completed by parent in consultation with the physician)

NAME: _____ D.O.B. _____

HEALTH CARD NUMBER _____

PARENT'S NAME _____

EMERGENCY PHONE #'S

NAME _____	RELATIONSHIP _____	# _____
NAME _____	RELATIONSHIP _____	# _____
NAME _____	RELATIONSHIP _____	# _____

DOCTOR'S NAME _____ PHONE # _____

ALLERGY DESCRIPTION: _____
_____FOOD/EVENTS/CONDITIONS WHICH ARE TO BE AVOIDED: _____
_____EATING RESTRICTIONS: _____
_____POSSIBLE SYMPTOMS: _____, _____
_____, _____, _____

MEDICAL CERTIFICATION:

THIS IS TO CERTIFY THAT _____ HAS AN
ANAPHYLATIC REACTION TO _____ AND MUST BE
GIVEN EPINEPHRINE (EPIPEN AND/OR INHALER) IN THE EVENT OF AN ALLERGIC
REACTION.

DOCTOR'S SIGNATURE: _____ DATE: _____

(This medical certification is valid until revoked by the parent and/or physician)

8-7

SECTIONS B & C (to be completed by school in consultation with the parent)**EMERGENCY PLAN:**

1. Location of Epi-pens: 1 _____ 2 _____

Administer epi-pen or inhaler as prescribed by the physician. (Instructions are attached)

2. Call 911 Name of School: _____
 We have a student who is allergic to _____. We have
 administered an epi-pen. S/he is in respiratory distress. We need an
 ambulance sent to (address of school) _____
 which is located _____

3. Office call the parents.

4. Stay with the child and record the time. A second epi-pen may be needed in 10 to 15 minutes. Have the second epi-pen ready to give the ambulance attendants. (They don't always have them)

5. Timeline records: Food eaten _____ Time notified _____
 Pen given _____ Call to 911 _____
 Call parents _____ Call doctor _____
 Emer. crew arrival _____

SECTION C**NOTICE:**

Authorization for the collection and maintenance of the personal information recorded on this form is the Municipal Freedom of Information and the Protection of Privacy Act. Users of this information are supervisory officers, principals and teachers at the school. Any questions regarding the collection of personal information should be directed to the principal of the school.

I/We hereby consent to the use of personal information contained herein by the persons above named and by such other officers or employees of the Board who may need the personal information in the performance of their duties as employees of The Hamilton Wentworth District School Board.

I/We consent to the posting of photographs and medical information in the following key locations:

classrooms _____ staffroom _____ lunchroom _____ gym _____
 office _____ school bus _____ other _____

Signature of parent/guardian _____ Date _____

Signature of principal _____ Date _____

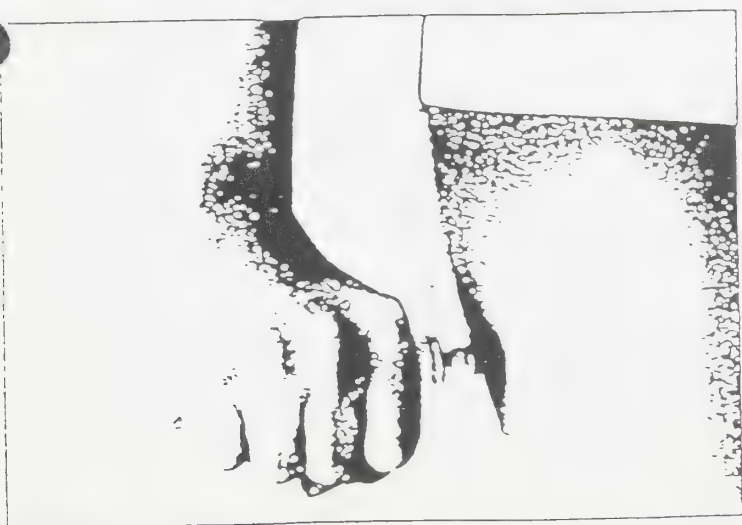
How to use the EpiPen[®] Auto-Injector...

Three simple steps:



1. Pull off grey safety cap.

1. Enlever le couvercle gris de sécurité.



2. Jab black tip into outer thigh until unit activates.

2. D'un coup sec, placer le bout noir sur la cuisse jusqu'au déclenchement du mécanisme d'auto-injection.



3. Hold EpiPen[®] in place several seconds. Then discard unit.

3. Laisser en place pour plusieurs secondes. L'unité EpiPen[®] doit ensuite être enlevée et jetée.

SCHOOL LETTERHEAD

(sample letter to be sent home to parents)

Dear Parents

Please be advised that there are students in our school with a severe life threatening allergy (anaphylaxis) to peanuts and nuts. This means that contact with even a small amount of a peanut or nut product can cause a severe reaction and can result in death in minutes.

The only way to ensure a safe environment for these children is to make our school peanut and nut safe. To do this, we need everyone's cooperation.

It would be appreciated if you would check the ingredients of all foods your children bring to school. Please do not send foods which contain peanuts/nuts, traces of peanuts/nuts, plant protein or hydrolyzed plant protein.

The Hamilton Wentworth District School Board has developed a policy with procedures for schools with children who have severe allergies. The policy and procedures have been adopted by the Board and are in place to keep children safe in our schools.

In a school setting, where classrooms are used by many students, cross contamination is the greatest risk for this type of allergy. Cross contamination is when the residue from one child's snack is picked up by an allergic child. A small amount can kill.

As parents and guardians, we have a responsibility to make school a safe environment for all children. Attached, is an ALLERGY FACT SHEET. Please take a few minutes to read it over. Anyone wishing further information may contact the school.

Sincerely,

Principal

SCHOOL LETTERHEAD

(sample letter to be sent home to parents in the child's class)

Dear Parents of Children in Room _____

Please be advised that there is a student in your child's class with a severe life threatening allergy (anaphylaxis) to peanuts and nuts. This means that contact with even a small amount of a peanut or nut product can cause a severe reaction and can result in death in minutes.

The only way to ensure a safe environment for this child is to make our school peanut and nut safe. To do this, we need everyone's cooperation.

It would be appreciated if you would check the ingredients of all foods your children bring to school. Please do not send foods which contain peanuts/nuts, traces of peanuts/nuts, plant protein or hydrolyzed plant protein.

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As parents and guardians, we have a responsibility to make school a safe environment for all children. Attached, is an ALLERGY FACT SHEET. Please take a few minutes to read it over. Anyone wishing further information may contact the school.

Sincerely,

Principal

(SAMPLE - REMINDER LETTER)

Dear Parents of Children in Room _____

It has been brought to my attention that some of the children are bringing snacks to school which contain either peanut butter or peanut derivatives. I would like to remind parents that a student in the class has such a severe allergic reaction to these substances, that if they were ingested in any way, could result in a life threatening situation, even death in a matter of minutes.

The Hamilton Wentworth District School Board has developed a policy with procedures for schools with children who have severe allergies. The policy and procedures for schools have been adopted by the Board and are in place to keep children safe in our schools.

Keeping the classrooms "Peanut/Nut Safe" requires the cooperation of all students and parents. We must remember that residues from peanut snacks can be just as deadly as the snack itself for a child with this type of allergic reaction. Children wiping their mouths could have a bit of peanut butter on their hands. Those hands could leave residue on classroom equipment or an area which could potentially cause a risk for the child susceptible to an anaphylactic reaction.

It is very easy for those of us who do not face this kind of danger in our daily lives to think that everyone is over reacting. **This is not the case.** We must work together to make sure all children are as safe as possible at school

In conclusion, I would ask that all parents and children in Student's A class be sensitive to his/her allergic condition and the need for everyone's cooperation to make our school as peanut/nut safe as possible. **Please do not send snacks or foods to school which contain any form of peanuts or derivatives.** If you have any questions, please feel free to call me.

Sincerely,

Principal

SAMPLE ITEMS FOR SCHOOL NEWSLETTERS

Please be advised that there is a child (or several children) in our school with a severe life-threatening food allergy to peanuts and nuts (anaphylaxis). This is a medical condition that causes a severe reaction to specific foods and can result in death within minutes. Although this may or may not affect your child's class directly, we ask that you do not send any food with your child to school that contains peanuts or nut products. There will be more information about anaphylaxis at our "Meet the Teacher Night". Thank you for your understanding and co-operation.

.....
ANAPHYLACTIC SHOCK**Watch out for life-threatening allergies**

Many children have allergies. A few, however, are life-threatening. Some children, for example, are severely allergic to peanut butter or nuts. Even a tiny bit can be fatal within minutes. Shellfish, fish, eggs and milk are also known to cause severe reactions which may lead to death. Knowing that your child has allergies and knowing how to deal with them is your best defence.

If your child is allergic to peanuts or nut products, please tell us. With your help, we will do our best to prevent mishaps and to make sure that all of our students are safe, healthy, and able to concentrate on learning.

If you would like further information about our policies and practices, please call the school.



8-13
WESTWOOD SCHOOL
9 Lynbrook Drive
Hamilton, Ontario
L9C 2K6

Sample of School Letter

A NUT-FREE SCHOOL FOR SEPTEMBER 1999

Westwood School will be free of all peanuts, peanut butter or any foods containing peanuts. More and more of our students have allergies that we are trying to be sensitive to. Peanut allergy is very severe and is a matter of life and death. To keep Westwood a safe place for all of our students -

WESTWOOD - NUT FREE - SEPTEMBER 1999

In an effort to maintain the safest possible learning environment for all of our students we must address a growing reality within our Westwood community. The prevalence of allergies within our school that can lead to life threatening consequences for a number of our students requires us to take immediate steps to safeguard our students.

Our students who suffer from a life threatening food allergy to nuts, peanuts, and anything made from peanut products require your co-operation in safeguarding their school experience. Should these students come into contact with this food - even to touch a small quantity remaining on a desktop, a fountain, or on their hands will cause these students to lapse into an anaphylactic shock, possibly resulting in death.

We are asking that you DO NOT send your child to school with a lunch or snack containing peanuts or nut by-products. We appreciate that this request creates an inconvenience to all parents. We have provided a list of food items that should be considered as alternatives to peanut products to ensure the safety of all of our affected students. We wish to express our sincere appreciation for your co-operation and support in this matter.

If you require any further information regarding life threatening allergies please feel free to contact the Hamilton-Wentworth Regional Health Department or Healthy Kids Phone Line (546-3596) for further literature.

Please see reverse side for food list



8-14

List of peanut/nut "safe" snacks:

CRACKERS:

Red Oval Farms – Stoned Wheat Thins
PC – Crisp & Thin crackers
PC – Sesame 'N Wheat Crackers
 50% whole wheat,
 wheat & bran,
 wheat & onion
Carr's Table Water Crackers
Jacob's Cream Crackers
PC – English Cream Crackers
McVities – Tuc Crackers
No Name Salted Tots
Premium Plus Crackers
Tinsout
Christies – Original Wheat Thins
PC Woven Wheats
PC Tuxedo Crackers
 Wheat Snax
PC Vegetable Snax
Snackwell's Potato Thins
Club Pack Cheddar Cheese Snack Crackers
Ritz Original and Air Crisps (NOT
Ritz Bits)

JELLO'S, PUDDINGS, TREATS:

Magic Moments Puddings
No Name Puddings
Jello Puddings
Hunt – Juicy Gels
DeMonte – Fruit Gels
Kellogg's Rice Krispie Squares
No Name Crispie Marshmallow Squares
Betty Crocker –
 Gushers,
 Fruit By The Foot,
 Fruit Roll Ups,
 Fruit String Thing
Kellogg's Nutri Grain Bars – any type

CHIPS ETC:

On the Border Chips
Smart Snack
PC Sour Cream and Onion Flavoured Rings

PC Pretzels
PC Real Cheddar Cheese Puffs
PC Regular Chips and Ripple Cut
PC Sour Cream & Onion
PC Cheese Flavour Twists
Ruffles – Regular & All Dressed
Lay's –
 Ketchup,
 Regular
 Sour Cream & Onion
PC – Caribbean Spice Chips
PC – Sour Cream & Onion
PC – All Dressed
PC – Salt & Vinegar
PC – Low In Fat Salt & Vinegar,
 Sour Cream & Onion
Roid Gold Pretzels
PC Multigrain Pretzels
Sun Chips
Frito's
Cheeto's Twisties and Corn Chips
Tostito's Premium White Corn Chips
Nacho Grande Chips
Doritos – Cool Ranch and Taco Supreme

COOKIES ETC:

NN Club Pack Animal Crackers
Sun Maid Raisin Oatmeal Cookies
Colonial –
 Fruit Centres,
 Maple Leaf Cream & Raisin
Oatmeal
NN Ginger Snap
Sugar Ice Wafers
NN Family Size Chocolate Chip and Oatmeal
Dunkaroos
Dads Oatmeal
Greenfield Chocolate Chip Blondie
Greenfield Chocolate Brownie
Nabisco Social Tea
Cadbury Midler
Cadbury Fingers
Cadbury Timeout
NN Social Tea
NN Honey Graham Wafers
Christies Dream Puffs –

Chips Ahoy Taste
Red Raspberry
Fun Sprinkles
Oreo Taste
Oreo's (NOT MINI OREOS)
Christies Chewy Chips Ahoy
Christies Fudgee O
PC Raisins First
Any Arrowroots
PC Fruit Bars –
 Apple,
 Fig
 Raspberry
PC The Decadent Chocolate Chip
PC Raspberry Temptations
PC Lemon Creme Crunch
PC Lemon Temptations
PC Peaches & Creme Temptations
Christies Teddy Granams – Chocolate
Peak Frears –
 Assorted Creme,
 Family Digestives,
 Family Shortcake &
Shortcake
PC Butterfly Wings
PC European Lemon Crunch
PC European Chocolate Crunch
PC The Best Dutch Butter Cookies

CANDIES:

Aero
Kitkat
Coffee Crisp
Crunchie
Smarties
Kinder Surprise
Starburst
Skittles
Werthers Original
Ocean Spray Fruit Waves
PC Real Fruit Jellies

FOOD ALLERGY FACTS

WHAT IS A FOOD ALLERGY?

An allergy specific reaction or sensitivity by the body to a particular food protein. A food allergy occurs when the food that causes a reaction is eaten, inhaled or touched.

WHAT IS ANAPHYLAXIS?

Anaphylaxis is a severe allergic reaction that can cause unconsciousness, coma and death.

SYMPTOMS

Symptoms can be roughly divided by the area of the body where they take place.

SKIN: hives (red, itchy welts)

EYES: swollen, itchy, runny, blood-shot, and mucous

UPPER RESPIRATORY: runny, itchy, stuffy nose, sneezing, post-nasal drip, sore throat and swelling of the throat or larynx.

LOWER RESPIRATORY: asthma, (coughing, wheezing, difficulty breathing).

GASTROINTESTINAL: vomiting, diarrhea, bloating, cramps.

PREVENTION

Reactions to food allergens can be life-threatening, but allergic reactions can be prevented by avoiding contact with the allergic food. Unfortunately, contact is often caused by cross-contamination.

WHAT IS CROSS-CONTAMINATION OF FOOD?

When the protein from one food comes in contact with another food, their proteins mix. While we may not see traces of the food, there may be enough protein present to cause a serious reaction if you are allergic to that food.

HOW CAN CROSS-CONTAMINATION OCCUR?

Cross-contamination occurs anytime one food protein comes in contact with another food or surface. This can occur by direct contact during processing and when using utensils that have not been properly cleaned.

THINGS TO CONSIDER....

- Always read the ingredients listed. Watch for MAY CONTAIN TRACES OF PEANUTS/NUTS, PLANT PROTEIN OR HYDROLYZED PLANT PROTEIN
- Never dip a knife into jam after it was used to spread peanut butter.
- Always use clean utensils for each type of food you are preparing and serving. Traces of food may be left on cutting boards, counter, knives, serving spoons, dish cloths, towels and even hands and may unknowingly be spread to other foods.
- Wash hands frequently when preparing and serving food.

I ANAPHYLAXIS—WHAT IS IT?

Anaphylaxis—sometimes called “allergic shock” or “generalized allergic reaction”—is a severe allergic reaction that can lead to rapid death, if untreated. Like less severe allergic reactions, anaphylaxis occurs when the body's immune system reacts to harmless substances as though they were harmful invaders. However, instead of developing the familiar runny nose or rash, sufferers of anaphylaxis respond with an extreme body reaction. The reaction may begin with itching, hives, vomiting, diarrhea, or swelling of the lips or face; within moments, the throat may begin to close, choking off breathing and leading to unconsciousness and death.

Anaphylactic reactions to peanuts have attracted considerable public attention for several reasons:

- Peanuts are one of the most common triggers of anaphylaxis, and the most likely of all food allergens to trigger a full-blown anaphylactic reaction.
- Peanut butter is a staple food for many children.
- Peanuts have been the cause of a number of tragic incidents involving school children.
- Peanuts are difficult to avoid because they are used so widely as an ingredient in foods. One study cited by the Canadian Pediatric Society found that 50 percent of children allergic to peanuts had unintentionally consumed them during the previous year.¹

Although peanuts may be the most common allergen causing anaphylaxis in school children, school systems must be aware that anaphylaxis is a life-threatening condition regardless of the substance which triggers it.

In addition to peanuts, the foods most frequently implicated in anaphylaxis are tree nuts (e.g. hazelnuts, walnuts, almonds, cashews), cow's milk and eggs. Fish, shellfish, wheat and soy are potentially lethal allergens as well, and anaphylaxis is occasionally induced by fruits and other foods. Non-food triggers of anaphylactic reactions include insect venom, medications, latex and, rarely, vigorous exercise. Most individuals lose their sensitivity to milk, soy, egg and wheat by school age, but reactions to peanut, tree nuts, fish and shellfish tend to persist throughout life.²

The onset of anaphylaxis may be signalled by severe, but non-life-threatening reactions, which become increasingly dangerous with subsequent exposure to the allergen. However, anaphylaxis may occur even if previous allergic reactions have been mild. While the condition often appears in early childhood, it can develop at any age.

The rate of anaphylaxis in the general population has been estimated between 1 percent and 5 percent. Earl Berger reports in the *Canada Health Monitor* (March/June 1995) that:

Anaphylaxis: What is it?

What Does an Anaphylactic Reaction Look Like?

An anaphylactic reaction can begin within seconds of exposure or after several hours.

Any combination of the following symptoms may signal the onset of a reaction:

- Hives
- Itching (on any part of the body)
- Swelling (of any body parts, especially eyes, lips, face, tongue)
- Red watery eyes
- Runny nose
- Vomiting
- Diarrhea
- Stomach cramps
- Change of voice
- Coughing
- Wheezing
- Throat tightness or closing
- Difficulty swallowing
- Difficulty breathing
- Sense of doom
- Diminshess
- Fainting or loss of consciousness
- Change of colour

Symptoms do not always occur in the same order, even in the same individuals. Time from onset of first symptoms to death can be as little as a few minutes, if the reaction is not treated. Even when symptoms have subsided after initial treatment, they can return as much as eight hours after exposure.

When Is It Likely to Occur?

The greatest risk of exposure is in new situations, or when normal daily routines are interrupted, such as birthday parties, camping or school trips. Young children are at greatest risk of accidental exposure, but many allergists believe that more deaths occur among teenagers due to their increased independence, peer pressure and a reluctance to carry medication.

Emergency Treatment

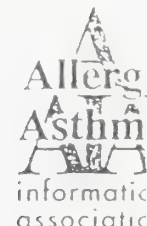
Anaphylaxis is life-threatening, but it can be treated. Students suffering anaphylaxis must be diagnosed by their physician, who is responsible for prescribing the appropriate treatment protocol for their individual conditions. Schools should never assume responsibility for treatment in the absence of a specific treatment protocol prescribed by the child's physician.

The first plan of action calls for the administration of epinephrine immediately, at the first indication of a reaction, followed by immediate transportation to hospital, by ambulance if possible. The Canadian Paediatric Society has issued a position statement on fatal anaphylactic reactions to food in children which supports this treatment protocol: "Epinephrine must be administered promptly at the first warning symptoms, such as itching or swelling of the lips or mouth, tightening of the throat or nausea, and before respiratory distress, stridor or wheezing occur." It is anticipated that most, if not all, peanut-allergic children, and all children who have experienced previous anaphylaxis, will follow this plan."



THE CANADIAN SOCIETY
OF ALLERGY AND
CLINICAL IMMUNOLOGY

LA SOCIÉTÉ CANADIENNE
D'ALLERGIE ET
D'IMMUNOLOGIE CLINIQUE



Anaphylaxis In Schools and Other Child Care Settings

Introduction

Two deaths due to severe peanut allergy in Ontario during the summer of 1994 have heightened the public's awareness regarding the potential consequences of anaphylaxis.

Anaphylaxis refers to a collection of symptoms (Appendix 1) affecting multiple systems in the body. The most dangerous are breathing difficulties, and a drop in blood pressure or shock which are potentially fatal. Common examples of potentially life threatening allergies are to foods and insects; life threatening allergic reactions may also occur to medications, exercise and latex rubber.

The estimated risk of anaphylaxis in the general population is 1% to 2% for insect stings and foods, with a lower reported prevalence for drugs and latex (1). Approximately 50 anaphylactic insect sting deaths and 100 food related deaths are recognized each year in the USA (2,3).

The most important aspect of the management of patients with life threatening allergies is avoidance. In the event of contact with the offending allergen, epinephrine (Adrenaline) by subcutaneous or intramuscular injection is the treatment of choice for anaphylaxis (1). Other medications such as antihistamines, inhaled asthma medications or steroids that subsequently may be given by physicians in treating anaphylaxis must not be regarded as first line medications. It is imperative that epinephrine be recognized as the drug of choice and all efforts be directed toward its immediate use (4,5). Data clearly shows that fatalities more often occur away from home and are associated with either not using or a delay in the use of epinephrine treatment (3).

Anaphylaxis is a rare but preventable and treatable event. The Canadian Society for Allergy and Clinical Immunology together with provincial affiliates and allergy organizations have drafted this consensus statement to help simplify the management of anaphylaxis for the public. This is a working document that may be modified as future research dictates.

Identifying the Problem

The diagnosis of allergy with a risk of anaphylactic reactions is based on the history and confirmed with appropriate skin and or blood tests done by specially trained allergy physicians. Treatment protocols can then be physician prescribed for use in the school setting.

Schools should develop a system of identifying children with life threatening allergies in order to prevent anaphylactic reactions.

Staff members involved with the child's care must be instructed as to the potentially severe nature and proper treatment of the allergic problem. Review of this information should occur prior to the new school year or special activities (e.g. school trips). Any questions and possible treatment changes should then be addressed.

All teachers must be aware of those students who may require epinephrine treatment. Aids could include identification sheets with the child's name, photograph, specific allergy (e.g. peanut, bee sting, etc.),

warning signs of reaction and emergency treatment. This information should be readily available and reviewed by all care givers.

Every child should have their own epinephrine auto-injector device labeled by name and expiry date. In addition each child should be wearing a Medic-Alert bracelet or necklace (badges in the nurseries setting), clearly identifying their allergy.

Avoidance Strategies

Avoidance of a specific allergy is the cornerstone of management in preventing anaphylaxis.

Food Avoidance

The foods which commonly produce allergic problems are milk, soy, egg, wheat, fish, shellfish, peanut and tree nuts. Reactions to peanut nut and shellfish tend to continue to be a life long problem and are usually more severe than are allergic responses to the other foods. Most individuals with allergic reactions to milk, soy, egg and wheat will have lost their sensitivity by the time they are in the public and high school systems (6). However there are still some who will continue to run the risk of having anaphylaxis to these foods.

It is impractical to achieve complete avoidance of all allergenic foods as there can be hidden or accidentally introduced sources. However it is definitely possible to reduce children's exposure to allergenic foods within the school setting.

We therefore feel that education and supervision are also paramount in dealing with issues regarding food allergies. Guidelines for children should include:

There should be no trading and sharing of foods, food utensils and food containers.

All food allergic children should only eat lunches and snacks that have been prepared at home.

Handwashing is encouraged before and after eating.

Surfaces such as tables, toys, etc. should be washed clean of contaminating foods.

The use of food in crafts and cooking classes may need to be restricted depending on the allergies of the students.

It should be stressed that minute amounts of certain foods like peanut when ingested can be life threatening (7). Several children have had skin rashes and stomach upsets just from simply contacting residual peanut butter on tables wiped clean of visible material (7).

The potential risk of life threatening allergic reactions to airborne food particles such as peanut or shellfish is negligible. Presently we would not recommend a ban based on the risk of reactions from the inhalation route of exposure.

ALL individuals receiving emergency epinephrine must immediately be transported to hospital. Epinephrine in the majority of cases will be effective after one injection. However, further treatments may be required and therefore observation in a hospital setting is necessary.

Additional epinephrine must be available during transport and may be administered every 15 to 20 minutes (7). This should only be given in situations where the allergic response is not under adequate control: i.e. the patient's breathing becomes more labored or the patient has a decreasing level of consciousness. The need for multiple injections indicates the need for other emergency drugs. Therefore it is important when planning trips or camping outdoors that a hospital be within an hour travel time or there is easy access to police, fire or ambulance emergency services.

Despite the initial adequate therapy of an actual life threatening episode of anaphylaxis repeat attacks have occurred up to 8 hours later without additional exposure to the offending allergen (13). Observation for 4 hours in an emergency facility is strongly recommended for other individuals with milder reactions.

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Appendix 1

COMMON SYMPTOMS AND SIGNS OF ALLERGIC REACTIONS

May be a combination of any of the following:

- Hives
- Itching (of any part of the body)
- Swelling (of any body parts)
- Red watery eyes
- Runny nose
- Vomiting
- Diarrhea
- Stomach cramps

- Change of voice
- Coughing
- Wheezing
- Throat tightness or closing
- Difficulty swallowing
- Difficulty breathing
- Sense of doom
- Dizziness
- Fainting or loss of consciousness
- Change of colour

Appendix 2

Epinephrine is available in a preloaded syringe (Ana-Kit; Hollister Stryer, Etobicoke, Ont.) or in a spring-loaded, self injectable system (EpiPen; Allergex Laboratory Ltd; Kanata, Ont.)

EpiPen is available in two forms EpiPen Jr. and EpiPen. The EpiPen Jr., contains 2.0 ml of epinephrine 1:2000 dilution. One injection delivers 0.3 ml of fluid which contains 0.15 mg of epinephrine. This is used for those weighing 15 kg (33 lb.) or less. The EpiPen contains 2.0 ml of epinephrine 1:1000 dilution. One injection delivers 0.3 ml of fluid which contains 0.3 mg. of epinephrine. This is used for those weighing greater than 15 kg (33 lb.).

A brochure outlining most of the aspects of handling and administering the Epinephrine auto-injector is entitled "For all allergic emergencies" and is available from Allergex Lab Ltd; 580 Terry Fox Drive, Suite 408, Kanata, Ontario K2L 4B9; Telephone No. (613) 592-8200. All those responsible for using EpiPens should be familiar with these instructions. A training EpiPen device is available from the same company. this can provide individuals with an appreciation of how much pressure is needed to activate the device until a "click" is heard.

Management of Children with Life Threatening Allergies

GENERAL RECOMMENDATIONS

- 1) These recommendations apply to all personnel having responsibility for the care of children (i.e. schools, nurseries, camps, school bus drivers).
- 2) Information and identification sheets (photographs, allergen to avoid, management plan) for children with life threatening allergies should be readily available. These sheets are available in the Parent Package available from the Anaphylaxis Project of the Allergy Asthma Information Association.
- 3) The parents should sign a waiver allowing the school to use epinephrine when they consider it necessary.
- 4) Parents should be advised never to sign a waiver absolving the school of responsibility if epinephrine was not injected.
- 5) Every child who has been prescribed an epinephrine auto-injector should have one labeled with his or her name and kept in a readily available location.
- 6) Children who are old enough to use an EpiPen should, in addition carry their own epinephrine auto-injector.
- 7) Because of the potential severity of the allergic reaction, no child should be expected to be completely responsible for the administration of epinephrine. Assistance must be provided by a teacher or other caregiver.
- 8) All teachers and other caregivers should be aware of children who have an allergy which may predispose to anaphylaxis. All children should be properly identified and their allergy clearly stated (i.e. Medic-Alert bracelet)
- 9) Staff and students should be educated to understand and treat anaphylaxis

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O P S T F / P A R

Volume 17, October 1996

Ontario Public School Teachers' Federation
An Affiliate of The Ontario Teachers' Federation

Viewpoint



Positions of
Added
Responsibility



*Cynthia Petersen
is a lawyer with
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Emergency Medical Intervention

Life-Threatening Allergies in Schools

by Cynthia Petersen

A significant number of students in Ontario schools have potentially life-threatening allergies. An estimated 1% to 2% of Canadians suffer from extreme allergies to food, medication, or insect venom. For them, exposure to even minute traces of an allergen (i.e., a substance to which they are allergic) can trigger anaphylaxis.

Anaphylaxis is a generalized allergic reaction that affects multiple systems in the body. The most serious symptoms are respiratory difficulties and shock (i.e., a drop in blood pressure), which can be fatal. Approximately twelve

attention to the health and comfort of the pupils.” Although there are no reported cases directly on point, this section of the Act arguably imposes upon principals a duty to safeguard the health of allergic students by minimizing the risk of exposure to an allergen while at school.

Furthermore, the Ontario *Human Rights Code* arguably requires that reasonable measures be taken to create a safe environment for allergic students to attend school. Public education is a service that cannot legally be denied to students on the basis of a disability. If the issue were litigated, a human rights tribunal would likely find that a severe allergy is a disability, which must be accommodated in order to respect the allergic student's equal right to receive an education. A discrimination complaint could therefore be made against a school board that refused to alter the school environment in order to accommodate an allergic student. Teachers and other school board employees could be held personally liable for discrimination if they failed to take reasonable steps to enable an allergic student to participate as fully as possible in all aspects of their education, including field trips and other excursions, as well as regular daily school activities.

Many school boards have already developed policies for reducing the risk that an allergic student will be exposed to an allergen while at school. Such policies typically include

parents (eg. asking them not to include the allergen in their child's school lunches, providing them with information about food labelling as it applies to the allergen, etc.);

- ▶ forbidding the use of the classroom as a lunch room (to minimize the risk of contaminating classroom items with an allergen);
- ▶ requiring allergic students to eat only food prepared at their own homes;
- ▶ discouraging the sharing of food, drink, utensils, containers, dishes, cups, etc.;
- ▶ requiring students to wash their hands before and after eating;
- ▶ ensuring that garbage is disposed of in a closed container (to discourage the presence of bees, wasps and other insects and to minimize the chance that an allergic student might come into contact with food wrappers);
- ▶ arranging for the removal of insect nesting areas on school property; and
- ▶ avoiding the use of curricular materials that might contain hidden allergens (such as peanut-shell stuffing in beanbags and stuffed toys).

This is only a partial list of the measures that can be adopted as part of an allergy-avoidance policy. All board of education employees should be familiar with their school board's policy and should take care to abide by it.

this general rule. Courts have held that certain "special relationships" give rise to an obligation to provide assistance in specific situations. Parents, for example, have a legal responsibility to care for their children, which includes not only the duty to attempt to shelter them from harm, but also the duty to rescue them if they are in danger. The relationship between a teacher and her/his student is included in the category of "special relationships", such that teachers have a legal duty to attempt to help a student who is in peril. A teacher who fails to act when a student is in distress could be held legally liable for the harm that flows from their failure to act.

b) Standard of Care

Although there are no cases directly on point, a teacher's legal duty to rescue a student would almost certainly include a duty to intervene in the event of anaphylaxis caused by an allergic student's exposure to an allergen. If a student suffers anaphylactic shock and her/his teacher fails to take reasonable action, the teacher and the school board may be held liable for the teacher's failure to rescue the student. It is important to recognize, however, that teachers are not held to a professional standard of care. If a teacher provides first aid treatment to a student who is having an anaphylactic reaction, the teacher is not required to exercise the skill of a physician or trained health care worker. Instead, the courts have ruled that

care that ordinary and prudent parents would exercise in relation to their own child. Although a teacher may be held liable if they do not act as a reasonable and careful parent would, the courts are likely to give teachers a fair degree of latitude in assessing their conduct, particularly in emergency circumstances.

Consequently, if a student suffers anaphylaxis while at school, the student's teacher is legally required to attempt to intervene and provide whatever emergency medical assistance could reasonably be expected of a prudent parent. If the student has previously been diagnosed with a severe allergy, then prudent parents would surely have become informed about anaphylaxis and its first aid treatment. School boards and school staff are expected to do no less. Teachers and educational support personnel through their Federations should therefore insist that school boards supply them with information about the appropriate treatment for anaphylaxis and with training to enable them to provide the treatment if necessary.

Teachers' Federations should also ensure that their collective agreements require school boards to obtain adequate insurance coverage to indemnify employees who incur liability during the course of their employment, whether or not they are negligent in the performance of their duties. Most school boards already have such liability

ers with information and instruction regarding the identification and treatment of anaphylaxis. School boards and teachers are also expected to ensure that Epi-Pens are stored in an unlocked area for quick access in the event of an emergency. Failure to do so could lead to liability if an allergic student died as a result of delayed treatment because their Epi-Pen was not readily accessible.

d) Parental Responsibilities

School boards and teachers are not entirely responsible for managing students' allergies. Although they are held to a standard of care that is comparable to that of an ordinary and prudent parent, teachers are not expected to assume the role of a parent. Parents retain important responsibilities, which they must fulfil in order to enable teachers and school boards to perform their duties. For example, parents are required to inform the school that their child has an allergy, to obtain a medical prescription for epinephrine, and to supply the school with unexpired Epi-Pens that are clearly labelled with their child's name and Epi-Pen expiry date.

e) Parental Consent

Parents should also sign a consent form that authorizes school board employees to use the Epi-Pen on their child if necessary. Parental consent for medical treatment can be obtained verbally and can also be inferred from conduct (such as if a parent completes a med-

ical record and provides the school with Epi-Pens). It is preferable, however, to obtain written consent, so that there is no misunderstanding about a teacher's authority to act. School boards should therefore obtain written parental consent that authorizes teachers to administer epinephrine if, in their judgment, it is required.

f) Unnecessary Use of Epi-Pen

Teachers may fear that they will injure a student and incur legal liability if they administer epinephrine when an anaphylactic reaction is not actually taking place. However, accidental or unnecessary use of an Epi-Pen should not be a cause for concern. According to the Canadian Paediatric Society, serious adverse effects for children unnecessarily injected with epinephrine are extremely rare. From a medical perspective, allergy experts agree that the life-saving benefit of injecting the medication in cases of suspected anaphylaxis outweighs any small health risk of negative side effects. From a legal perspective, teachers should be comforted to know that Canadian courts have not ruled against caregivers who act reasonably in an emergency, even when they are in error. Although there are no cases directly on point, a court would almost certainly find the use of an Epi-Pen to be reasonable if an allergic student showed any of the warning signs of anaphylaxis, even if the student was not, in fact, reacting to an allergen.

PLEASE CALL TO:

request information and literature

□ □ □

learn more about how to
manage life-threatening
food allergy in everyday situations

□ □ □

if you wish assistance in conveying
your own message of
safety and avoidance regarding
life-threatening food allergy

REMEMBER:

AVOIDANCE OF ALLERGENS
IS THE MOST EFFECTIVE WAY

TO MINIMIZE RISK.

CHILDREN WITH ANAPHYLAXIS
ARE DEPENDING ON

THE ADULTS AROUND THEM

TO KEEP THEM SAFE.



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HAMILTON-WENTWORTH

502 Concession Street
Hamilton, ON L9A 1C4

THE  LUNG ASSOCIATION
HAMILTON-WENTWORTH

502 Concession Street
Hamilton, ON L9A 1C4
Tel: (905) 383-1616
Fax: (905) 383-1213

WEAR A MEDIC ALERT BRACELET AT ALL TIMES. BE SURE IT DESCRIBES YOUR ALLERGY AND THERE IS A COMPLETE LIST OF THE FOODS AND MEDICATIONS YOU MUST AVOID.

GET INFORMATION FROM YOUR DOCTOR AND YOUR PHARMACIST BEFORE TAKING ANY MEDICATION AND PRIOR TO UNDERGOING ANAESTHESIA.

READ ALL FOOD LABELS AND DETERMINE THE INGREDIENTS CAREFULLY

WHEN EATING OUT, SCRUTINIZE THE MENU, ASK THE CHEF ABOUT INGREDIENTS USED, AVOID ANY FOODS THAT ARE SUSPECT.

CARRY WITH YOU AN EMERGENCY CARE KIT SO THAT YOU CAN SELF ADMINISTER EPINEPHRINE, AVAILABLE ON PRESCRIPTION.

REMEMBER THAT THE SEVERITY OF ANY GIVEN ANAPHYLACTIC REACTION IS UNPREDICTABLE AND EACH REACTION MUST BE TREATED AS A MEDICAL EMERGENCY UNTIL THE PATIENT IS STABILIZED.

INFORMATION NOTES is for information purposes only.

It is not meant to replace medical diagnosis or information.

It is important to consult with your physician on any health matter.

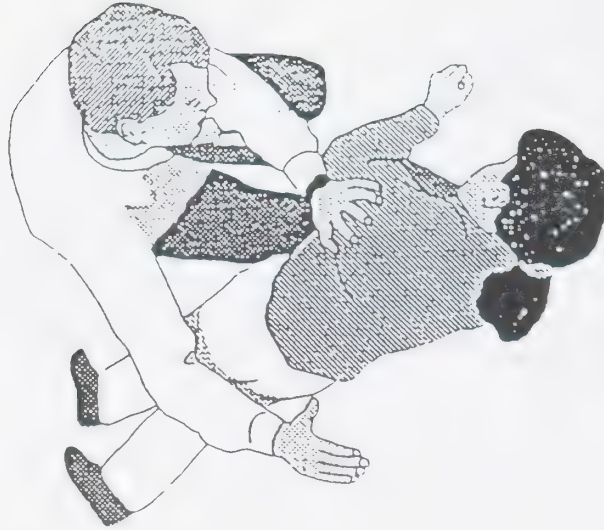


ALLERGY HOTLINE

416 633 2215

INFORMATION NOTES

ANAPHYLAXIS



A PAMPHLET FOR YOUR
INFORMATION ON
ALLERGIC REACTIONS

Allergy skin tests, performed by a qualified specialist, may be helpful in determining the cause of allergic reactions. However, patient history is of greatest importance in a diagnosis.

The best treatment for non-severe reactions is avoiding the food which causes the problem. Always read labels carefully.

Patients with serious and life threatening reactions to foods should always carry epinephrine, so they may inject themselves should they develop any swelling of the throat or wheezing. The patient should also wear a MEDIC ALERT bracelet.

If you are eating out at a restaurant, consult with the chef, not just the server, and indicate clearly the foods to which you are allergic.

Carry important information about your allergies with your health card.

INFORMATION NOTES is for information purposes only.

It is not meant to replace medical diagnosis or information.

It is important to consult with your physician on any health matter.

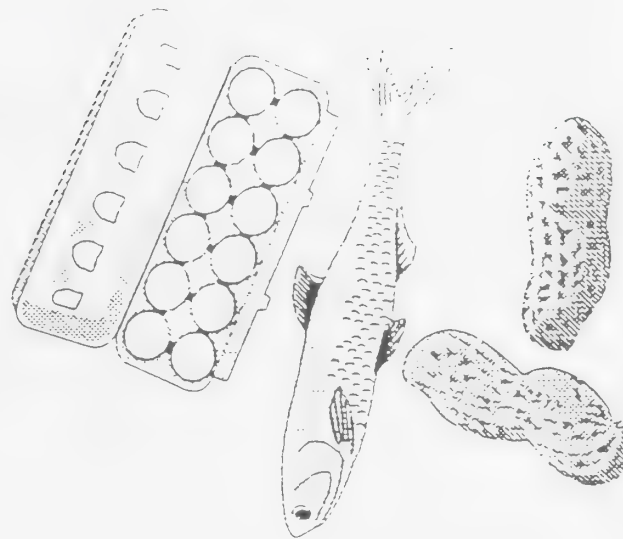


ALLERGY HOTLINE

416 633 2215

INFORMATION NOTES

FOOD ALLERGIES



A PAMPHLET FOR YOUR
INFORMATION ON
ALLERGIC REACTIONS

8-27

Some people may also react to the sun; protective clothing and sunscreen lotions should be applied. It is also a good idea to wear loose fitting clothing as any pressure can aggravate urticaria.

Anaphylaxis is a word that describes a life threatening reaction to a substance and in such conditions there could be a drop in blood pressure, wheezing, difficulty in breathing, loss of consciousness, and shock; where there is any danger of such collapse with urticaria, epinephrine should be given. Anyone who has experienced such reactions with urticaria should carry an emergency first aid kit with epinephrine which can be self-injected.

INFORMATION NOTES is for information purposes only.

It is not meant to replace medical diagnosis or information.

It is important to consult with your physician on any health matter.

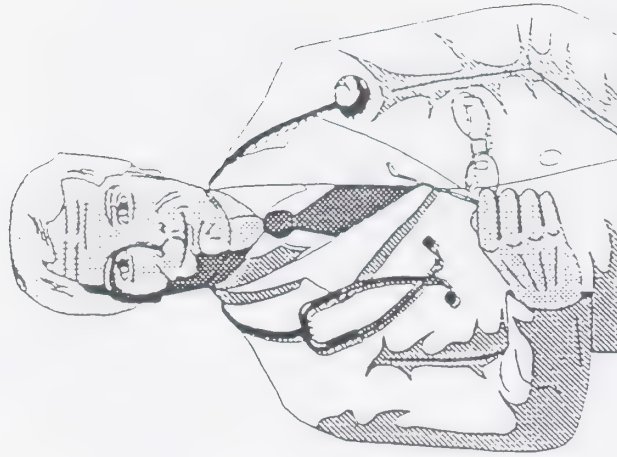


ALLERGY HOTLINE

416 633 2215

INFORMATION NOTES

URTICARIA



A PAMPHLET FOR YOUR
INFORMATION ON
ALLERGIC REACTIONS

INFORMATION NOTES is for information purposes only.

It is not meant to replace medical diagnosis or information.

It is important to consult with your physician on any health matter.

For five years of venom treatment it has been noted that 95% of patients are protected against specific venom and if a skin test is negative, treatment may be stopped. Nevertheless, it is still recommended that these patients carry with them an emergency sting kit.

Patients with an insect allergy should wear a MEDIC ALERT bracelet and carry emergency epinephrine at all times.

Be sure you have been shown how to correctly administer epinephrine before you are to use it. It may not be possible to read the instructions when you are undergoing a reaction.

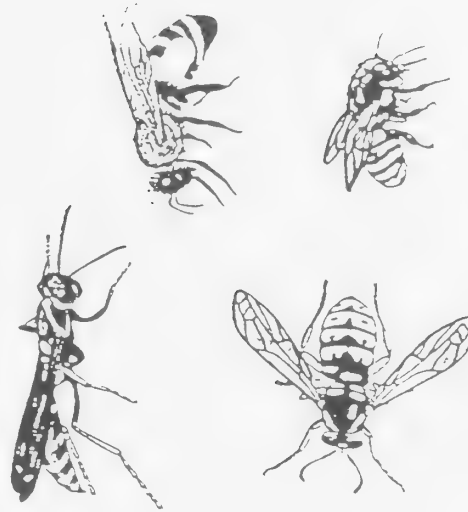


ALLERGY HOTLINE

416 633 2215

INFORMATION NOTES

ALLERGIC REACTIONS TO INSECT STINGS



A PAMPHLET FOR YOUR
INFORMATION ON
ALLERGIC
REACTIONS

8-29

PEANUT BUTTER-LESS LUNCHES

Are you finding it challenging to make lunches and snacks for your children without the famous peanut butter sandwich? Well, say goodbye to the old stand-by and hello to easy-to-make peanut-free lunches.

If you are concerned that your child will not be getting enough protein at lunch without peanut butter, you'll be happy to know that they're probably getting more than enough protein each day already. Most people can easily meet their daily protein requirements by choosing foods from the four food groups of Canada's Food Guide to Healthy Eating. While protein is primarily found in Meat and Alternates and Milk Products, smaller amounts are also in the Grain Products and Vegetables & Fruits groups.

The following foods have approximately the same amount of protein as 2 tablespoons of peanut butter (1 serving of Meat & Alternatives):

1 oz meat	1 oz cheddar cheese
1 cup yogurt	1 cup raisin bran (Post)
1 cup milk	1 bagel

In fact, one slice of cheese pizza has almost two times the protein as 2 tablespoons of peanut butter.

School Lunch Ideas - Easy, Nutritious and Peanut Butter-less!

The lunch meal should contain at least one food from each of the four food groups of Canada's Food Guide to Healthy Eating. Mix and match to plan a balanced lunch:

<u>Grain Products</u>	<u>Vegetables & Fruit</u>	<u>Milk Products</u>	<u>Meat & Alternatives</u>
bread-whole wheat, rye, cracked wheat, oatmeal, pumpkinseed, bagels, rolls, buns english muffin leftover pasta - like macaroni & cheese or spaghetti muffins pita bread crackers	fresh fruit canned fruit in own juices fruit juices vegetable sticks (with dip) vegetable juice	2%, 1%, skim milk yogurt cheese cottage cheese milk-based custard or pudding milk-based cream soup soup quark cheese cheese slices	hard boiled egg chick peas refried beans leftover chicken leg cold meatloaf cold cuts hot chili con carne hot vegetarian chili hot beef stew leftover pizza hot baked beans hot lentil soup

HELPFUL LIST OF ALLERGY RESOURCES

VIDEOS:

It only Takes One Bite - An educational video for adults and older children that defines Anaphylaxis-- how to live with it, and how to handle emergencies. Produced by: Food Allergy Network (FAN) U.S.A.

Alexander - The Elephant Who Couldn't Eat Peanuts - A teaching-type video useful for covering food allergy with young children. Message: They are not alone. Produced by: Food Allergy Network (FAN) U.S.A.

The above videos are available for loan from Hamilton Public Health Department and McMaster University Medical Centre - Allergy/Asthma Clinic.

They can also be purchased from FAN. (Address below)

BOOKS: (for children)

No Nuts for Me! Written by: Aaron Zevy
Ages 3-7. A day with a nut allergic child and how to deal with various situations.
Published by: Tumbleweed Press, 401 Majestic Dr., Unit 11, Downsview, Ontario M3J 3H9

A Pre-schoolers Guide to Peanut Allergy. Written by: Lauri Habki. Ages 2 - 6. A first-hand look at living with nut allergy through the eyes of a 4 year old. Published by: Ticketar Co., 799 Deveron Cres., London, Ontario N5Z 5B4 (519) 685-0897

PAMPHLETS:

Anaphylaxis Action Network (AAN) - A community focus on Life-Threatening Allergies
Sponsored by The Lung Association Hamilton-Wentworth

Ontario Public School Teachers' Federation (OPSTF) "Viewpoint Positions of Added Responsibility - Emergency Medical Intervention: Life-threatening Allergies in Schools.

Anaphylaxis Network of Canada: Allergen Aware - Allergen Safe.

The New York Times Magazine (Reprint): "Allergic Emergencies - Backward Protection"

Allerex Laboratory Ltd./Center Laboratories: Epipen -- For all Allergic Emergencies and Treatment of Severe Life-Threatening Asthma Attacks

The Lung Association of Hamilton-Wentworth "Emergency - Anaphylaxis and Severe Asthma

Anaphylaxis Network of Canada
P. O. Box 57524
1500 Royal York Rd.
Etobicoke (Toronto) M9P 3B6
Tel: (416) 785-5666 Fax: (416) 243-7733

Anaphylaxis Foundation of Canada
3080 Yonge Street, Ste. 2054
Toronto, Ontario M4N 3N1
Tel: (416) 926-7747 Fax (416) 966-5046

Allergy/Asthma Information Association (AAIA)
Ontario Office: 244 Queenslea Ave.
Toronto, Ontario M9N 2L6
Tel: (416) 241-8422 or (416) 467-6060
National Office: 30 Eglinton Ave. W., Ste. 75
Mississauga, Ontario L5R 3E7
Tel: (905) 712-2242 Fax (905) 712-2245

Food Allergy Network (FAN)
10400 Eaton Place, Ste. 107
Fairfax, Virginia 22030
Tel: 1-800-929-4040
<http://www.foodallergy.org>

International Food Information Council Foundation
1100 Connecticut Avenue NW, Ste. 430
Washington, D.C. 20036
Tel: (202) 296-6540
<http://ificinfo.health.org>

American Dietetic Association
216 West Jackson Blvd.
Chicago, Illinois 60606-6695
Tel: 1-800-877-1600
<http://www.eatright.org>

American Academy of Allergy, Asthma and Immunology
611 East Wells Street
Milwaukee, WI 53202-3889
Tel: 1-800-822-2762 <http://www.aaaai.org>

Note: "Allergy Alerts" are released regularly by Agriculture Canada
Internet: <http://www.agr.ca/cb/news/newsrle.html>

8-33
The Hamilton-Wentworth District School
Board



100 Main Street West
Hamilton, Ontario
L8N 3L1

CONSENT TO PHOTOGRAPH

In accordance with the Municipal Freedom of Information Act, 1989, I
consent to have:

☐ my photograph _____
(print name)

☐ my child's photograph _____
(print name)

to be used in _____

_____ and Board publications.

(to be filled in by the school for parent information)

Signature

Date

School/Location

M E M O R A N D U M

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: October 25, 1999

Re: *The IDEAs Programme: Year One Assessment Report
(prepared by the Coordinator, Deanna Behnke-Cook)*

Approved for distribution
by the Director.

Signature: Merv. Matier

Date: Oct 28/99

Recommended Action:

Moved by _____ that the Year One Assessment Report prepared by the IDEAs Programme Coordinator, Deanna Behnke-Cook, be received for information.

Rationale:

In June the Board received an initial assessment of Year One of the pilot IDEAs Programme prepared by Board of Education staff from discussions with teachers and administrators at the four participating schools: Bellmoore, Green Acres, Chedoke and R.A. Riddell. The Board approved the pilot project continuing in the 1999-2000 school year with the understanding that the assessment (both quantitative and qualitative) as promised by the Programme Coordinator, Deanna Behnke-Cook, would be presented to the Board in the fall. This report is attached for the perusal of trustees.

In addition in the spring a concern was raised that the Board would need to enter into an agreement with the Hamilton Wentworth Regional Public Health Department and the IDEAs Coordinator to ensure that any of the curriculum materials being developed and revised through the pilot project would be available to the Board for continued use in its schools without additional cost to the Board (e.g. copyright or license fees, etc.). I attach a letter from Vicki Woodcox, Director of the Youth and Mental Health Branch, indicating that the 1999 Social and Public Health Services IDEAS Contract with Deanna Behnke-Cook ensures that the Board will have continued usage of the programme during and after the completion of the pilot with no further cost to the Board. The Board will continue to provide support in kind for the completion of the programme.

We are currently in the process of extending the pilot to include both Grade 6 and Grade 7 students in most of last year's pilot schools as well as bringing new schools on board to start the revised Grade 6 programme. The programme has been modified to take into account many of the concerns or issues raised in the initial pilot; we are beginning in-service and organizational work next month in order to address concerns expressed around the short time lines experienced by schools last year in implementing the programme.



CITY OF HAMILTON AND
REGION OF
HAMILTON-WENTWORTH

9-1

17-09-1999

Social and Public Health Services Division
Youth and Mental Health Branch
Telephone (905) 546-3537
Facsimile (905) 546-4075
www.health.hamilton-went.on.ca

1999 September 13

Krys Croxall
Superintendent of Education
Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, On
L8N 3L1

RE: IDEAS Programme Pilot

Dear Krys

I am writing to advise you that the 1999 Social and Public Health Services IDEAS contract with Ms. Deanna Behnke-Cook, ensures that the Hamilton-Wentworth District School Board has continued usage of the IDEAS programme, both during and after the completion of the pilot at no further cost to the Board.

I understand this will address the motion that was approved by The Hamilton-Wentworth District School Board on June 9, 1999.

If you have any questions or require additional information, please feel free to call me at the above address.

Sincerely,

Vicki Woodcox
Director, Youth and Mental Health Branch

Cc Deanna Behnke-Cook

The IDEAs Programme
Informed Decisions Empowering Adolescents

YEAR ONE; 1998-1999
Assessment Report

Prepared for

The Hamilton-Wentworth District School Board
The Region of Hamilton-Wentworth;
Social and Public Health Services Division
Social and Public Health Services Committee

September 1999

acknowledgements

This programme could not have been piloted within the Region of Hamilton-Wentworth without the assistance and support of many committed individuals;

Very special thanks to the Region of Hamilton-Wentworth, Social and Public Health Services Division. In particular, General Manager M. Schuster, Director of Youth and Mental Health Branch V. Woodcox, Public Health Nurses A. Tyrrell, J. Kawamura, Administrative Assistant S. Buchanan, members of the Sexual Health Network, and gratitude to members of Regional Council and The Public and Social Health Services Committee.

In the Hamilton-Wentworth District School Board, special thanks to the Board Trustees, the members of the HWDSB Executive Council, in particular Director M. Matier and Superintendent K. Croxall. Also, Special Assignment Teacher for Health and Physical Education D. Sprentz, Pilot School Administrators D. Chabot, L. Hart, G. Pain, M. Rielly, Pilot School Teachers D. Baker, L. Behr, K. Watson Graham, J. Mataseje, S. Pasian, N. Simpson, Secondary School Administrative and Support Staff (for Peer Mentors) I. Dreimanis, T. Fulton, C. McMaster, and especially, the Peer Mentors from Sir Allan McNab Secondary School, Orchard Park Secondary School, and Saltfleet District High School.

Special thanks also to *The IDEAs Programme* advisors and those community members who have generously given of their time and expertise, especially T. Henry, Dr. J. Hundert, Dr. M. Loosely-Millman, and Dr. A. Zizzo.

executive summary

This first year of *The IDEAs Programme* (Informed Decisions Empowering Adolescents) {pilot} provided grade six students in four area elementary schools with a comprehensive sexual health education programme which addressed mandatory curricular expectations put forward in July 1998 by the Ontario Ministry of Education and Training. Over the course of 20 sessions, students learned problem-solving skills, and how to apply those skills to address interpersonal issues, specifically those related to relationships with friends, peers, and family. They also learned about the pubertal process, and how and in what ways the physical and emotional changes they were experiencing were associated with puberty. Students also learned how to identify individuals and community agencies that would support them in making healthy choices.

The IDEAs Programme utilized a collaborative approach whereby teachers, peer mentors, and public health nurses worked in cooperation to each use their own particular expertise. The teachers introduced the subject matter, and delivered the programme's foundational instruction during the first 10 sessions. Their efforts were subsequently reinforced by the peer mentors who delivered the second set of 10 sessions, and who provided corroboration of the teachers' message as well as student support. The public health nurses directed their efforts at addressing students' specific questions in-class, particularly those regarding reproductive health. Each individual affiliated with the delivery of the programme encouraged students to make informed decisions about their relational and sexual health, and supported the fundamental objective to encourage students to delay becoming sexually active.

In order to assess the efficacy of the programme, a number of research methods were utilized; a pre- and post- intervention questionnaire* was completed by the grade six students, and qualitative methods including focus groups and interviews were also conducted to collect further and substantive data. Analysis of the qualitative data indicates that students who participated in the programme felt more positively about themselves, about their desire and ability to communicate with their family, friends and peer group, and about their skill and ability to think through problems and make good decisions after having participated in the programme. The quantitative data (collected from the questionnaires) was collapsed across the experimental and control groups and divided into a group of (n=30) students that gained the most on the pre-post-test (responders) and a group of (n=30) students that gained the least (non-responders). A chi-square analysis was completed, and the results indicate a significantly different distribution ($\chi^2 = 3.36$ $df=1$): more than twice as many of the responders were in the experimental group than in the control group. Results also indicate there was a highly significant difference in the responders/non-responders distribution across schools ($\chi^2 = 22.6$ $df=7$).

Given that *The IDEAs Programme* has been designed to address sexual/health education programming for students in Grades 6, 7 and 8, and that this report summarizes the results for Year 1 (Grade 6), further research is recommended in order for data to be collected over time.

*approved by Board Trustees and parents of Grade 6 students

INTRODUCTION

Designing and implementing an adequate *and* appropriate sexual health education programme has proven to be a challenge for both school- and community-based health educators. While those who have attempted to deliver such programming to students in middle school have indicated a need for up-to-date and comprehensive curricula that would adequately meet the varied needs of youth, there has been significant disagreement around *what* precisely it is that students *need*. The problematics inherent in such a particular dilemma have been further exacerbated by the continued and province-wide escalation in rates of unplanned pregnancy and of STD transmission during adolescence.

In an attempt to re-direct and re-frame the purpose and content of health education programming in Ontario's schools, the Ministry of Education and Training put forward the new Ontario Curriculum for Health and Physical Education in July 1998. While it does address, in some detail, what expectations students will meet by the end of each of the grades one through eight, it does not spell out specifically *how* those expectations should or could be met. The original dilemma hence continues for the province's health educators insofar as they must independently establish methods by which students might successfully learn their lessons. Again problematically however, given the extraordinarily wide range of influences upon youth, the single-handed attempt of an educator to facilitate knowledge attainment, the emotional growth and the positive behavioural intentions of students remains daunting.

The IDEAs Programme (pilot; year one), introduced to students in grade 6 in 4 middle schools in the Hamilton-Wentworth District School Board during the 1998-1999 school year, was aimed at addressing the needs and concerns of students, their families, and both school- and community-based health educators. While addressing the OC expectations, the foundational principles of the programme contend that youth require a clear and consistent message regarding sexual/health education, that teachers, students, public health educators, and parents must work collaboratively in order to adequately meet the needs of students, and that students should be encouraged to delay becoming sexually active.

As such *The IDEAs Programme* offered a collaborative approach to sexual/health education: classroom-ready curricula (meeting numerous OC expectations) was provided for teachers, specially- selected and trained secondary school level peer mentors were placed in classrooms to follow-up teachers' lessons and support students, and community-based public health nurses were placed in students' classes to address their specific questions and concerns around emotional/sexual/relational health. Parents of grade 6 students at each of the schools were invited to attend information sessions prior to the programme's delivery in their child's class, and were subsequently invited to provide whatever suggestions and feedback they believed relevant and/or helpful.

This assessment report reviews the programme from the perspectives of teachers, students, peer mentors, administrators and parents, and provides both qualitative and quantitative data.

Qualitative Data

PART A:

Information Sessions (4)

Before the programme was delivered to the grade six students at Bellmoore Public School, Green Acres Public School, R.A. Riddell School and Chedoke Middle School, a "Parent Information Session" was offered at each school (late February, early March 1999). The programme's coordinator specifically requested this opportunity of the principals given the sensitive nature of the subject matter. Further, in order to facilitate students' learning, a strong home-school connection would benefit all participants, as would any suggestions/feedback from parents.

Invitation/"info" sheets detailing the programme, its intent, and the time, place and location of the meetings were sent home with each student. The hour-long sessions were held in the evening (beginning around 6:30/7:00 p.m.) in the schools' library (Chedoke & Riddell), gym (Green Acres), and French classroom (Bellmoore*). The school principal, the programme's coordinator, the teacher delivering the programme**, and the school's public health nurse (PHN) each attended the information sessions. Generally, the sessions opened with the principal's welcome and with their expression of gratitude for the parents' interest, time and attention. A brief oral description of the programme was subsequently provided by the programme coordinator, who explained the purpose of the programme, how it would be delivered to students (i.e. in two modules; teacher- and peer mentor-delivered), and that an on-going assessment would be conducted. The PHN explained her role in the classroom (i.e. facilitating "a question and answer session"), and she and the classroom teacher asked parents if they had any specific questions they would like addressed. Parents were also provided with the opportunity to personally review the curriculum binders, and were assured that the binders would continue to be available at the school should they wish to review them at

any time. The sessions closed with the programme coordinator asking parents if they had any special concerns or issues they wished to have addressed, and that should any issue or concern arise, they should feel free to get in touch with her/the principal/teacher.

*the Special Assignment Teacher for Health and Physical Education, D. Sprentz, also attended this meeting

**the teacher for Chedoke was not available for her school's meeting.

Parents' Information Sessions; Feedback (Pre-implementation)

Chedoke Middle School

The parent information session at Chedoke took place in the school's library, and was a component of the agenda at their regularly-scheduled Parent Council Meeting. Two parents who were not standing members of the Council attended, along with the regular council members.

Principal Marlene Rielly introduced the IDEAs programme to the group and indicated that her interest in the programme was supported by her own background in health and physical education (as a former consultant at the system level). She indicated to the group that she felt confident the students at Chedoke would learn a great deal through the programme, not only from their teacher Darlene Baker, and during her sessions, but also from the former Chedoke students who currently attended Sir Allan McNab Secondary School, and who be coming back to Chedoke to mentor their younger peers.

The programme coordinator, Deanna Behnke-Cook, was introduced to the group, and subsequently reviewed the programme's content and intent. The parents were encouraged to ask any questions they deemed relevant, and/or to provide any comments. The PHN for Chedoke, Jane Kawamura, was also introduced to the group, and indicated her role would be a supportive one, both to the teacher and the students at Chedoke.

Parents' Comments:

The parents present at the information session indicated they had few concerns at that time. One parent however, did suggest that she enjoyed being provided with the opportunity

"to see what my daughter will be taught- before the fact".

The other, "speaking as a physician" stated

"this is really important material, and it is important to see it is done correctly".

R.A. Riddell School

The specially-scheduled parent information session at R.A. Riddell was held in the school's library. Fourteen parents attended, along with the school's principal Georgina Pain, PHN Jane Kawamura, teacher Laurie Behr, and programme coordinator Deanna Behnke-Cook. The session's format included Ms. Pain's welcome and introduction, curriculum review by D. Behnke-Cook, introduction of Riddell's PHN, and a brief question and answer session. Parents were also encouraged to review the curriculum binders.

Parents' Comments:

The parents who attended the information session at Riddell indicated they had few concerns about the curriculum at that time.

Three questions from parents were however directed at the peer mentor component;

"who are the peer mentors going to be?" and,

"how are the high school kids going to be picked to teach this?"

The parents were informed that the students mentoring at their school would be former Riddell students who presently attended Sir Allan McNab, and that the administrative staff (principal and vice-principal) at McNab were working with their department heads to screen candidates who would subsequently invited to attend an information meeting and be trained by the programme coordinator. They were also assured that the peer mentors would be under the supervision of the classroom teacher(s) at Riddell at all times.

Green Acres Public School

The parent information session at Green Acres was held in the school's gymnasium, was attended by three parents, and by the school's principal Debra Chabot, PHN Ann Tyrrell, teachers Sue Pasian and Mike Reynolds and programme co-ordinator Deanna Behnke-Cook. Principal Chabot began the session by thanking the parents for their time and interest and by introducing the essential components of the programme.

She introduced Deanna Behnke-Cook to the parents who provided background information regarding the programme, discussed how the programme would be implemented at Green Acres, including how peer mentors from Orchard Park Secondary School would be selected, trained and placed at Green Acres. Teachers Sue Pasian and Mike Reynolds briefly introduced themselves, discussed how they would be implementing the programme (most students were "home room" with Mike Reynolds, and special education teacher Sue Pasian was teaching the programme to her students in combination with his, with his support). PHN Ann Tyrrell also introduced herself and briefly reviewed her role. Parents were also given the opportunity to review the curriculum binders, and to ask any questions they had regarding the programme, and/or regarding their child(ren)'s participation.

Parents' Comments:

Parents indicated they had few questions/concerns at that time. One parent thanked the programme coordinator and the school's staff for their efforts, and indicated he was pleased to be asked to attend such a meeting requesting his feedback.

Bellmoore Public School

The parent's information session was held in Bellmoore's French classroom, was attended by four parents, and by the school's principal Lin Hart, programme coordinator Deanna Behnke-Cook, teacher Joey Mataseje, PHN Ann Tyrrell, and the Hamilton-Wentworth District School Board Special Assignment Teacher for Physical and Health Education Debbie Sprentz. The session was similar to the previously noted parent information sessions insofar as the participants were introduced, and the programme was reviewed (including the review of the curriculum binders), as was the selection, training and placement of peer mentors from Saltfleet District High School. The parents were also encouraged to raise any particular concerns/questions, and were further encouraged to contact the principal, teacher or coordinator should any issues questions arise.

Parent's Comments:

The parents indicated they had been given short notice for the meeting, and felt that a larger number of parents were interested, and would have likely turned out if better notice had been given. The parents also suggested that they had "*been paying really close attention*" to the way in which sexuality education had been presented, and were very

concerned about the subject. They had spoken on the telephone earlier that evening to ensure they were each attending the meeting.

One parent indicated that sexuality education, both in regard to content and delivery, had been a source of difficulty in the past;

"we've had some problems at this school with sex ed and we came tonight for the chance to talk about what our kids will learn. I know that I would like to talk to my child about what she is learning, but I can only ask her like, "how was school today?" and "what did you talk about?".... and she only says "nothing", you know... so I don't really get what she's getting here... I'm glad to look at this (the binder) myself".

Another parent offered

"I pulled my daughter out of the class before when they were talking about sex because I don't want her to be taught sex is ok as long as you want to... I want to be the one to talk to her about what is good or not and that".

As the session was concluding, one of the parents offered

"... this looks fine".

In Brief:

- *Parents were pleased to be asked for their participation/feedback/collaboration/to attend the information sessions*
- *Parents indicated they were interested in knowing in advance what their children would be learning in class*
- *Parents who attended the sessions suggested they were pleased with what the curriculum binders/programme appeared to offer*

PART B:

Focus Groups

Six (6) focus groups were conducted by the programme coordinator in order to assess implementation during year one of the pilot. The focus groups conducted were with;

Grade 6 Students* (2);	Green Acres School Chedoke Middle School
Peer Mentors (3);	Sir Allan McNab Orchard Park Secondary School Saltfleet District High School
Parents (1);	Bellmoore Public School

** under the supervision of the classroom teacher*

Grade 6 Students

Green Acres Public School and Chedoke Middle School were chosen *at random* as *focus group* schools. The focus groups were conducted during the regular programming day, and were conducted under the supervision of the classroom teacher. The focus group format was informal; the programme coordinator (re-)introduced herself to the class (had met the students on a number of previous occasions during on-site support and supervision during the implementation phase), and indicated that she was interested in hearing from the students about their experience with the programme, and further, that she was interested in learning their perspective/hearing their suggestions/recommendations for programme improvement.

The following offers a brief glimpse at some of the comments provided by the focus group members. Given students' age(s), no names are provided (no were they recorded), and the comments offered here will not identify the specific school.

General opening comments...

- Coordinator (C): To start off talking about the programme today, I'd just like to ask you what you thought of the programme, if you enjoyed it, if you didn't, and so on...does anyone want to offer their thoughts to me?*
- Student (S) 1 : Yeah, thought it was ok, a little boring sometimes...*
- S2: I liked it, it was fun, better than the stuff at my old school, just boring papers and videos...no talking...*
- S3: I thought the best part was the babes coming in from(secondary school)... (laughs)*
- S4: it was good because we got to talk about things we were thinking about... we don't usually get to talk, we are only supposed to like listen, like the teacher like gets mad sometimes and tells us to quiet down and this was like different. I liked the talking parts.*

Students' "Likes"

- C: What part, or parts, if there was more than one, did you like the best about the programme?*
- S1: I liked the high school kids. They were cool.*
- S2: Yeah, very cool.*
- S3: Well, not all of them " " was kinda geeky...*
- S4: I liked it when they did the role plays the best, not us doing them I mean, I mean them doing them.*
- S5: Yeah, they were the best part... no offense Miss (gestures toward teacher).*
- C: What parts of the programme that were for you, that Miss... taught did you like?*
- S1: I liked the games, the doing kinds of things...*
- S2: I like thought the best was like when, when the nurse came in...she was really good.*
- S3: yeah, she answered all of the questions we wanted her to...*
- S4: My group like doing the role plays for our class...it was fun.*

Students' "Dislikes"

- C: *Ok, that gives me a pretty good idea of what you enjoyed, now what about the parts you didn't like, I mean what was not your favourite part?*
- S1: *I didn't like having to do the role plays, they were kinda stupid...*
- S2: *I did! It was way better than doing worksheets and reading those (health?) books...*
- S3: *We didn't really get a chance to show our plays very much... we didn't have enough time*
- C: *Ok then, what do you think I should know about how I might change things for you so that next time, if we get a chance to do it again, that you will really enjoy it more?*
- S1: *I think we should help pick the mentors, I mean, we should see who wants to do it from "{secondary school}" and pick the ones we like the best... the ones who are coolest*
- S2: *don't make us do any tests!*
- S3: *you should change it so we have more time to talk, and maybe put the boys and girls separate... the boys act so stupid sometimes*
- S4: *we want to play games*
- S5: *we really want to talk about sex and drugs and drinking and stuff, not about the stuff we already did, like "communication" and junk, but about what's gonna happen, like in high school...*
- S6: *talking to the teacher was not good about the embarrassing stuff because they judge you... we liked the nurse coming in*

The following are some of the questions students placed in the (anonymous) Question Box to have addressed by the PHN;

- *Does masturbating mean your gay? Explain*
- *How do you have sex?*
- *How do Siamese twins happen?*
- *How do you know it is the right person?*
- *How do more than 1 baby happen?*
- *Why are males stronger than females?*
- *For how long do women have periods? Until age 40?*

9-14

- *How do you have safe sex?*
- *Is there anything wrong with birth control pills?*
- *Why do we go through this?*
- *What triggers the sperm in sex?*
- *When do you know to have sex?*
- *Does the women or the men go through puberty first?*
- *Why do women have babies and not men?*
- *What does sex feel like?*
- *Why are men physically stronger?*
- *How do you know when you have sperm?*
- *What is a testosterone?*
- *Why do women have hair in different spots then men?*
- *If you like someone in the class is that ok? at our age*

In Brief:

- *Students suggested they enjoyed participating in the programme, and indicated it “felt different” than their “regular school day”*
- *Students enjoyed the more “active” parts of the programme, and suggested they generally disliked the “worksheet” parts of the programme*
- *Students indicated they very much enjoyed the participation of the peer mentors; it was repeatedly mentioned as “the favourite part” of the programme*
- *Students indicated they also enjoyed the PHN’s visit(s) to their class(es) and suggested they felt comfortable asking her difficult or potentially embarrassing questions*
- *Students suggested that more emphasis be placed upon interaction, and upon activity-based components, and less on “seat work”*
- *Some students suggested that separating the boys and girls would facilitate communication/learning*

Peer Mentors

Three (3) focus groups were held with the peer mentors; 1 each for the mentors from Sir Allan McNab Secondary School (@ SAM, Room 150, 8 participants), Saltfleet District High School (@ Saltfleet, Guidance Office, 4 participants) and Orchard Park Secondary School (@ East Side Mario's/Queenston Road, 6 participants). The format of each of the focus groups was informal, with the programme coordinator acting as facilitator; peer mentors were asked to provide their thoughts regarding the mentoring experience, whether or not they found it to be a worthwhile experience, whether or not they would "do it again" given the opportunity to do so, and to make whatever suggestions they thought might help improve the programme.

The peer mentors remarked that they found it to be a worthwhile experience; many suggested they were prepared to mentor again, OAC mentors remarked they would, of course, be unavailable to do so, 1 mentor stated she would not mentor again, given her projected course load in the next academic year and that she would be unable to "miss that much school":

- PM1: *I really loved it...I mean I was surprised how much I enjoyed doing it because I was so nervous at first.*
- PM2: *I think I got more out of it than the kids did...I learned a lot, about, how to deal with people, what it takes to teach...*
- PM3: *It took a lot of time out of school. Next year I'll be in grade 12 won't be able to miss that much class again*
- PM4: *Next year, me and " " would really like to do it again, can we? Are you coming back to this school again?*
- PM5: *I plan to put this on my resume, to get into university, an to maybe get a job before that...that's one of the reasons I kinda did this to be honest, I need to get some volunteer stuff experience*
- PM6: *I pretty much was not surprised about it (mentoring) 'cause I've been volunteering in a grade 2 classroom for the year, and I already know I want to teach*

When the mentors were asked what suggestions they might make to improve the mentor-led sessions, they suggested that the programme should include more games/activities, and less "at the board

stuff". The mentors also suggested that in the future, peer mentors should receive more training than was provided this year, and that mentors should have the opportunity to "meet their kids" before they start and "actually go in there and teach".

- PM1: *I had the best time when the kids were having fun; it was like it wasn't work for them, but sort of free time, and they were really doing work but they didn't know it*
- PM2: *I had a lot of trouble when I ran out of things to do a couple of times...some of the activities were too short and we ended up playing 7up*
- PM3: *I think a lot of us were really nervous, going in there, and if I could've met them first and like, had some time before I had to do the lessons, I would have not maybe, I don't know, been so scared*
- PM4: *Yeah, I agree, but I got over being nervous pretty fast, didn't you?*
- PM5: *They didn't listen when I was writing stuff on the board.*
- PM6: *We should have a chance to practice our lessons first, like, on each other, so that we can kinda tell what the kids will do, or if it won't work too good...*

In Brief:

(the following is a {verbatim} list of recommendations prepared by peer mentors)

- *More group discussion. Ask them lots of questions*
- *Ran out of things to do, too much time left over. Need more activities*
- *Space: need to have more space to move around*
- *Let the students know the PMs have AUTHORITY, and can make them leave the class if they act up*
- *MEET THE TEACHERS FIRST! Lay out guidelines before we start/tell us which kids to look out for, how to handle*
- *Teachers should be there to help, but not take over*
- *Observe class before we start (during teacher part)*
- *Have an intro class, just to get to know each other, get to know the kids-what they like or not so we can plan activities better*
- *More Activities! (like the deserted island one...)*
- *Ground rules first! Rapport is important*

Parents

One (1) focus group was held with a group of parents (chosen at random) whose children had received the programme. The focus group was conducted at Bellmoore Public School, and was conducted at the end of the school day (3:30 pm) in the school's French language classroom. The group consisted of five parents and was facilitated by the programme coordinator.

The session's format was an informal one; it commenced with the programme coordinator (re-)introducing herself (she had met three of the parents earlier at the pre-implementation Parent Information Session), and with her provision of a brief review of the programme as a means of stimulating discussion. The parents were asked if they had had any opportunities to discuss the programme/related topics (i.e. friendships/dating, issues related to puberty etc.) at home with their children (during implementation), and whether or not they had any suggestions/feedback they believed to be relevant/helpful.

The parents indicated they felt positively, in particular, about the way in which the programme had been delivered by the classroom teacher and the peer mentors, and that they felt the collaborative approach had made it an enjoyable and engaging learning experience. They also indicated they were pleased with the potential impact of the programme, insofar as they had been able to open up *some* (limited) discussion about puberty/dating/relationships at home.

- P1: *I did have a little bit of talk with my daughter about what she was learning, getting out of it (the programme). I really think though that Joey (the teacher) did a really great job. I mean he really seemed to encourage them and I heard him a few times talking about it. It really seems like he cares.*
- P2: *My daughter likes him too and whenever I talk to him about anything, it's like, well, like he wants you to know what he's doing.*
- P3: *And the best part, hearing from her anyways, was, she talked a lot about the high school kids coming in. I couldn't believe it. One day we were planning on going to Wonderland, on a Friday, but she wouldn't go because the mentors were coming in that day and she didn't want to miss. They came on Fridays, right?*

The parents also indicated they felt it had been somewhat difficult asking their children direct questions about their programming, given they had little detailed information about the day to day lessons their children had received.

- P1: *It's hard (asking about what was learned at school). I didn't know what to ask her.*
- P2: *I knew it was happening, but I didn't have anything to go on.*
- P3: *I have the same problem. It's like they just don't want to talk about it. I have to catch her as soon as she gets out of school. If I wait til after supper to ask, it's like she doesn't remember...I have to get it fresh, right out the door of the school.*
- P4: *It would be so much easier if we had a guide or something. Then I would know what to ask, and when to ask it like "I see you talked about dating, or whatever, with your mentors....what did you talk about?"*

In Brief:

- *Parents were pleased to be invited to participate in a focus group/provide feedback about their child(ren)'s in-school sexual education programming*
- *Parents suggested they particularly appreciated the efforts of the teacher, and that their children found the efforts of the peer mentors to be particularly engaging/interesting*
- *Parents suggested they wanted to discuss sexual health/education/related topics with their children, and would find a detailed "guide" or brief schedule/outline helpful when attempting to open up discussion at home*

The Teachers

In order to assess Year One of the programme from the teachers' perspective, a "wrap-up" session was held at the Education Centre, May 1999. All of the teachers who had participated in delivering the programme were in attendance {L. Behr, J. Mataseje, S. Pasian, N. Simpson, and K. Watson}, as was PHN Jane Kawamura, Principal M. Rielly, and programme coordinator Deanna Behnke-Cook. The meeting was chaired by Darlene Baker*, HWDSB Special Assignment Teacher for Health and Physical Education (for *D. Sprentz/on leave).

Prior to the meeting date, Mrs. Baker sent each teacher a set of feedback sheets for them to complete before attending the session. Each teacher did so, and the bulk of the meeting time was devoted to discussing what each of the teachers had recorded. The following eight pages* represent the summary of the teachers' comments/feedback (* as drawn from Hamilton Wentworth District School Board Memorandum dated May 26th 1999).

In Brief:

- *Recommendations have been incorporated in the revised programme*

IDEA'S EVALUATION MEETING**May 18, 1999****Summary of Comments/Feedback****Teacher Delivered Curriculum****Teaching strategies**

Strengths	Weaknesses
<ul style="list-style-type: none"> □ varied □ excellent variety of strategies/activities (exceptional, ESL were still "part of the group") □ I love Jane! (Public Health Nurse) She was an excellent asset to Program. I would like to see her more involved □ 	<ul style="list-style-type: none"> □ need audio visual support for program □ in program, 3 activities – supposed to be rotation. Grade 6's could not handle this. More specific direction needed □ co-ed – I didn't especially enjoy having to do the lessons with the boys as I am not their regular phys-Ed/health teacher

CONTENT**STRENGTHS**

- program covered many aspects of the curriculum. I was able to use a variety of assessments for a number of subjects
- good sequencing
- there was a build up of topic material
- excellent support from co-ordinator. Deanna was always there

WEAKNESSES

- need to include more information on skin care, prevention of skin cancer, breast development, purpose of breasts
- some topics were beyond the group we were working with e.g. most had never babysat, been to a party with drinking
- need more computer oriented lessons and videos involved in the program
- program addresses growth and development but does not address Healthy Eating, Personal Safety and Injury Prevention, and Substance Use and Abuse
- family assignment has to be more specific
- students were silly when they made up family members e.g. give them the problem to solve

EXPECTATIONS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ❑ idea's expectations can be linked to other subject areas- cross disciplinary ❑ expectations of Ontario Curriculum were included, but were timelines were tight (due to a late start) ❑ expectations clearly laid out 	

ASSESSMENT

STRENGTHS	WEAKNESSES
	<ul style="list-style-type: none"> ❑ pre -designed assessment tool needed ❑ criteria not laid out clearly enough to know what to assess ❑ students enjoyed role playing, but directions have to be specific as to how to role play, expectations, ❑ evaluation should be provided for lessons and role plays ❑ program has to provide detailed consistent evaluation so easy to do reporting ❑ journal entries: program has to provide explanations and marking scheme

PRIOR LEARNING EXPERIENCES

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ❑ previous knowledge (grade 5 or previously taught) of Puberty was helpful but was not necessary with this program 	

LESSON ORGANIZATION

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ❑ actual booklet with neatly organized and numerically indexed lessons as great 	<ul style="list-style-type: none"> ❑ most questions students had were not related to grade 6 curriculum ❑ most questions were about fetal development and homosexuality ❑ lesson "On My Own" was difficult to

	<p>get through, as boys were very silly in their preparation of lists.</p> <ul style="list-style-type: none"> □ groups enjoyed presenting their lists to others, but it should be optional in the program □ having co-ed classes most of the time was good, however offering a session for girls only/boys only would be helpful
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TEACHER PREP/WORKLOAD/MANAGEMENT

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> □ very little to prepare 	<ul style="list-style-type: none"> □ required a lot of timetable changes to accommodate IDEA's schedule (teacher, spare classrooms, phys ed. time) □ timeline was too long, and students felt it dragged on, but it was the first year

DELIVERY OF PROGRAM

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> □ public health nurse's resources, expertise were invaluable 	<ul style="list-style-type: none"> □ involvement of PHN useful. □ clearer role definition by PHN may be more helpful □ program needs to have built-in "catch up" time for presentations, etc so delivery is not incomplete on rotary □ menstrual cycle lesson for girls only OR have all students hear lesson but have time for girls to ask questions about this sensitive subject □ had some difficulty getting all activities to fit in the allotted time □ subject area on "The Ultimate Human Body" is very important for the students to understand. □ program needs to have more time for lessons on this subject □ rotary schedule difficult for delivering program □ limited time to finish lessons— no flexibility

PEER MENTOR CURRICULUM

TEACHING STRATEGIES

STRENGTHS	WEAKNESSES
	<input type="checkbox"/> if peers are not showing up for any reason, they should contact the teacher in charge to let them know <input type="checkbox"/> lessons not long enough, dry subjects for them to deal with <input type="checkbox"/>
<input type="checkbox"/> community enjoyed having a former student or students from the area high school come in to talk to the class <input type="checkbox"/> journal rubrics were very helpful (resume writing was difficult for exceptional students)	

PRIOR LEARNING EXPERIENCES

STRENGTHS	WEAKNESSES
	<input type="checkbox"/> background check, interest in students and subject should be more thoroughly checked before coming into schools

EXPECTATIONS

STRENGTHS	WEAKNESSES
<input type="checkbox"/>	

ASSESSMENT

STRENGTHS	WEAKNESSES

LESSON ORGANIZATION

STRENGTHS	WEAKNESSES

PREPARATION/WORKLOAD/MANAGEMENT

STRENGTHS	WEAKNESSES
<input type="checkbox"/> topics for peer mentoring were excellent, very appropriate	<input type="checkbox"/> peer mentors need to have lots of training, meet teachers and meet class

<ul style="list-style-type: none"> □ good use of materials (i.e. video clip of Marx brothers for body language) □ very little prep required □ mentors came ready with materials they needed □ having mentor led lessons made teacher tracking for students' behavior and participation very easy 	<p>they are working with in order to see discipline etc.</p> <ul style="list-style-type: none"> □ more activities in groups in separate settings so they can have more formal sessions. This way mentors can have more personal discussions
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DELIVERY OF PROGRAM

STRENGTHS

- kids were enthusiastic
- 2 specific mentors were excellent. They related well to the students, and showed confidence in the classroom

WEAKNESSES

- I would like to seem them dealing with subjects like substance abuse, media (violence) the peers are there to provide the kids with a younger outlook
- day #1 was rough because the Gr. 6 boys tried to impress the female mentors. Therefore day #2 mentors reviewed behavior and expectations

SUGGESTIONS

- bring peer mentors in from Day 1 of program to work with class
- maybe tie in a social skills project within the community (i.e. visit seniors home)
- begin earlier in the school year
- long term planning with mentors
- in school team planning for teachers of Healthy Active Living
- more mentors to allow group of 10 max

THE IDEAS PROGRAMME - ADMINISTRATORS' EVALUATION REPORT

OPERATIONAL ISSUES - TEACHER AND MENTOR DELIVERED SESSIONS			
	STRENGTHS	WEAKNESSES	COMMENTS
Program Organization <ul style="list-style-type: none"> ■ timetabling ■ frequency of sessions ■ class organization ■ teacher scheduling ■ duration of the program ■ administrative workload (e.g. interface with secondary schools re: mentors, parent information meetings, etc.) ■ effect on school operations 	<ul style="list-style-type: none"> ■ flexible when setting up appropriate ■ adaptable ■ appropriate as set out ■ Coordinator assumed most of this ■ minimal 	<ul style="list-style-type: none"> ■ initial confusion ■ called out of class often with little notice ■ at times significant at Green Acres 	<ul style="list-style-type: none"> ■ as is, it impacts on other program time ■ high level of commitment by the Program Coordinator

Delivery of the Program <ul style="list-style-type: none"> ■ time allocation for the program ■ teacher training issues ■ mentor training issues ■ classroom management ■ financial/material requirements 	<ul style="list-style-type: none"> ■ cross-curricular links reduced time factor ■ adequately addressed ■ impressed with the mentors' commitment ■ facilitated ■ minimal 	<ul style="list-style-type: none"> ■ impacts on other areas re: time ■ changes in dates created problems re: supply teachers timetabling issues significant at Green Acres 	<ul style="list-style-type: none"> ■ concern re: time needed when it meets only specific expectations ■ mentors need to be selected and trained earlier
Assessment <ul style="list-style-type: none"> ■ reporting of student progress 			<ul style="list-style-type: none"> ■ no need for assessment tools all the way through the curriculum - just give some suggestions to teachers

SUGGESTIONS/COMMENTS FOR NEXT YEAR:

Lin Hart, Bellmoore and Deb Chabot, Green Acres

Teacher, student and parent feedback is very positive. We intend to run the program again next year, if possible, as well as pilot the program in Grade 7.

Plans include:

- set program timelines well in advance on the school calendar;
- assess areas/expectations addressed through the IDEAs Programme more effectively;
- determine program needs left to be addressed (ie plan where the program integrates/crosses curriculum areas);
- allow more time for sharing of program information with parents, etc. (Timelines for preparation and initiation of implementation were too compressed this year);
- determine student assessment process for reporting in Health/Guidance and other areas re: IDEAs Programme.

Georgina Pain, R. A. Ridell

The only new part of the program for us was the mentors. We have covered the other topics as part of our health curriculum in previous years. We are looking for something new (perhaps new resources, etc.)

I would want to see what the program for next year looks like EARLY in the year before committing to future involvement.

Marlene Rielly, Chedoke

High level of commitment shown by the Programme Coordinator, Deanna Behnke-Cook. Clear and specific expectations in a well-organized and laid out program. Secondary support, although unsure of the project possibilities initially, really grew

Start the program earlier in the school year (thus giving schools more manageable time lines) and get approval earlier from participating schools re: peer mentors.

Attended a meeting at City Hall on Tuesday, May 26 where there was a presentation on the IDEAs Programme. The Mayor commented positively on the project. There was a concern raised regarding the Hamilton Wentworth Board's lack of financial involvement (did not consider "in kind" contributions).

PART C:Interviews; The Administrators

At the time of the programme's introduction/over the course of the programme's implementation, seven informal interviews were conducted with the on-site administrators, at both the middle/public school and secondary school levels. The interviews were conducted in person, and lasted an average length of 30 minutes. The purpose of the interviews was to identify the key issues for administrators in regard to sexuality education programming. Administrators who were interviewed for this component of the assessment were;

Lin Hart	Principal	Bellmoore Public School
Marlene Rielly	Principal	Chedoke Middle School
Debra Chabot	Principal	Green Acres Public School
Georgina Pain	Principal	R.A. Riddell Public School
Trish Fulton	Principal	Sir Allan McNab Secondary School
Ilze Dreimanis	Principal	Orchard Park Secondary School
Cheryl McMaster	Guidance	Saltfleet District High School

A synopsis of the key issues identified by administrators is as follows.

MIDDLE SCHOOL ADMINISTRATORS:

The middle school administrators indicated they were most concerned about *two key issues* related to content and delivery; the first was that the students attending their school would receive *adequate and appropriate sexual/health education programming that met the expectations put forward in the (1998) Ontario Curriculum*, and second, that the *scheduling/delivery/facilitation of the programme was accomplished with minimal disruption to the schooling/schedule/program day.*

1. Meeting the OC Expectations:

Following their review of the programme, administrators indicated they were largely satisfied with the way the programme addressed the expectations, and the way in which it delivered a classroom/teacher-ready document ready for implementation. Since however, not all of the OC expectations for Grade 6 Health Education were met over the course of the programme, administrators did suggest that either a) a revised version of the programme include more of the expectations, or b) that teachers should be made explicitly aware of which expectations were *not* addressed in order for them to plan separately to meet those expectations.

2. Scheduling/Delivery /Facilitation:

Administrators planned for the programme's initial delivery by asking their health/specially-assigned teachers to review their schedules and to plan accordingly (10 sessions were to be booked for the teacher-delivered module, and 10 follow-up sessions were to be booked for the peer mentor-delivered module). However, some difficulties were encountered in the attempts to schedule sessions due primarily to short time lines (the *IDEA₁ Programme* received approval from the Hamilton Wentworth District School Board in January 1999, and administrators/teachers endeavored to begin programme implementation by February). A significant amount of effort, and in some cases "juggling" went into accomplishing a workable schedule. Administrators who had those difficulties indicated they wished to avoid any such difficulties in the future, and wished to be granted as much "lead time" as possible.

3. Other:

Administrators did not play a significant role in the classroom delivery of the programme itself. They were however, supportive in its implementation, and made themselves available to parents should any questions/difficulties have arisen. The coordinator was not made aware of any such problems/difficulties by either the classroom teachers, or the administrators.

SECONDARY SCHOOL ADMINISTRATORS:

Administrators at the secondary level had different concerns regarding students' participation in *The IDEAs Programme*. The secondary level students would participate as the peer mentors, and as such, administrative concerns were those related to the kinds of experiences students would have mentoring middle school students. The first issue for the administrators was *how much class time their students would miss* as a result of their participating in the programme. Secondly, "*travel*" issues required resolution; how students would get from their secondary school to their middle school placements, and who would account for their arrivals and absences.

1. Missed Class Time:

Given that students would miss at least 10 hours of their own class time (10 45-50 minute sessions plus travel time) over a 3 week period, only those considered "capable" of missing/making up for missed class time were considered as candidates. This did prove to cause some difficulty for students from Sir Allan McNab, since they were scheduled by Chedoke and Riddell schools to provide all of their mentoring sessions in a 2-3 week span. Students from Saltfleet and Orchard Park did not experience this to the same degree since their schedules were somewhat less demanding (1x week for Saltfleet @ Bellmoore, and delivery before and after March Break for students from Orchard Park @ Green Acres). It was determined that in order for the mentoring/learning experience to be valuable, enjoyable and rewarding for all participants, a less aggressive schedule would be required.

2. Travel Issues:

Students who had access to vehicles made arrangements to drive themselves*/others* (*with parental permission) to their assigned schools. Others used public transportation. Since students were placed in schools that were "feeders" to their secondary schools, the distances were short. The coordinator was not made aware of any significant difficulties around this issue, however, it was determined that in order to better facilitate the delivery of programming, a less aggressive schedule would cause students "less stress" in their attempts to "get there and get back".

3. Other:

The administrators indicated that their students had had rewarding experiences in participating as peer mentors. They suggested that not only did the students enjoy an opportunity to experience "teaching" (which they saw as particularly valuable for students contemplating careers in education, social work or others affiliated with youth), but they also indicated their students had had the opportunity to truly help and support others, which encouraged their own "emotional and psychological" growth. "It was a win-win for everyone".

Quantitative Data

INTRODUCTION

Since it was not practical to undertake a randomized control trial on the effectiveness of *The IDEAs Programme*, a quasi-experimental design was used. Students in classes receiving *The IDEAs Programme* were compared to students in comparison classes who did not receive the programme. Eight classes of students participated in this component of the study (4 experimental and 4 control).

The device utilized was The Gresham and Elliot Social Skills Rating System*; a 34-item questionnaire measuring adolescent's self-rated social skill competence {*has also been used extensively in over ten provincial school boards, including for the Tri-Ministry Project research for The Institute for Children at Risk [1993-1998] A copy of the questionnaire is included in this report}. The questionnaire has been standardized, has known reliability and validity, and consists of a statement to which the adolescent indicated "how often" they do/or not do what the statement put forward. In order to protect confidentiality, students were identified by unique identifiers only, consisting of the last 2 letters of their last name, the last 2 letters of their first name, and the 2 letter code corresponding to the month of their birthday.

DATA ANALYSIS

The data was collapsed across experimental and control groups and then divided into a group of students that gained the most on post-pre-test (responders) and 30 students that gained the least (non-responders).

A chi-square analysis was completed on the results to see if more responders were in the experimental group than in the control group. The results were as follows:

	Responders	Non-responders
Experimental	21	14
Control	9	16

This distribution was significantly different; $\chi^2 = 3.36$ $df = 1$. More than twice as many of the responders were in the experimental group than in the control group.

There was no difference of this distribution by gender or age.

However, there was a significant difference in the distribution across schools. This was highly significant; $\chi^2 = 22.6$ $df = 7$.

	RESPONDERS	NON-RESPONDERS
Dalewood	2	5
Dundas District	3	7
Bellmoore	9	2
Prince of Wales	4	2
Bennetto	6	8
Riddell	3	13
Chedoke	7	1
Green Acres	8	2

The findings presented here are preliminary, and while they indicate that more than twice as many of the students who were *responders* were students in experimental schools (those who were receiving the programme), further research is warranted, and recommended, particularly given this is Year One (Grade 6) of a 3 year pilot (to also include Grades 7 and 8).

What are the last 2 letters of your last name? __

What are the last 2 letters of your first name? __

What are the first 2 letters of your birthday month? __

How old are you? _____

Are you a boy or a girl? _____

STUDENTS' QUESTIONNAIRE

This paper lists a lot of things that students your age *may* do. Please read each sentence and think about yourself. Then decide how often you do the behaviour described.

If you **never** do this behaviour, *circle the 0*.

If you **sometimes** do this behaviour, *circle the 1*.

If you **very often** do this behaviour, *circle the 2*.

- Be sure to ask questions if you do not know what to do.
- There are no right or wrong answers, just your feelings of how often you do these things.

1. I make friends easily.

0 1 2

2. I smile, wave, or nod at others.

0 1 2

3. I ask before using other people's things.

0 1 2

4. I ignore classmates who are clowning around in class.

0 1 2

5. I feel sorry for others when bad things happen to them.

0 1 2

6. I tell others when I am upset with them.

0 1 2

7. I disagree with adults without fighting or arguing.

0 1 2

8. I keep my desk neat and clean.

0 1 2

9. I am active in school activities such as sports or clubs.

0 1 2

10. I do my homework on time.

0 1 2

11. I tell new people my name without being asked to tell it.

0 1 2

12. I control my temper when people are angry with me.

0 1 2

13. I politely question rules that may be unfair.

0 1 2

14. I let friends know I like them by telling them or showing them.

0 1 2

15. I listen to adults when they are talking to me.

0 1 2

16. I show that I like compliments or praise from my friends.

0 1 2

17. I listen to my friends when they talk about problems they are having.

0 1 2

18. I avoid doing things with others that may get me in trouble with adults.

0 1 2

19. I end fights with my parents calmly.

0 1 2

20. I say nice things to others when they have done something well.

0 1 2

21. I listen to the teacher when a lesson is being taught.

0 1 2

22. I finish classroom work on time.

0 1 2

23. I start talks with class members.

0 1 2

24. I tell adults when they have done something for me that I like.

0 1 2

25. I follow the teacher's directions.

0 1 2

26. I try to understand how my friends feel when they are angry, upset, or sad.

0 1 2

27. I ask friends for help with my problems.

0 1 2

28. I ignore other children when they tease me or call me names.

0 1 2

29. I accept people who are different.

0 1 2

30. I use my free time in a good way.

0 1 2

31. I ask classmates to join in an activity or game.

0 1 2

32. I use a nice tone of voice when other children try to hit me or push me around.

0 1 2

33. I ask adults for help when other children try to hit me or push me around.

0 1 2

34. I talk things over with classmates when there is a problem or an argument.

0 1 2

RECOMMENDATIONS

To date, eight recommendations have been identified as vital to students' learning;

1. REPETITIVE AND CONCURRENT MESSAGES: Students require a clear and consistent message from their prime sources of information (home, school, peer/culture group). On-going communication between teachers, parents, youth and public health nurses is paramount.
2. UNDIVERSIFIED PROGRAMMING: Programming must be focused and centrally purposeful.
3. APPLICATION AND PRACTICE: The programme must provide students with adequate time to learn, and to subsequently to practice their newly acquired skills within an environment that provides both support and feedback.
4. TEAM OF CONTRIBUTORS: Each group of contributors is key: teachers are perceived by students as being familiar, trustworthy sources of information, peer mentors are perceived by students as providing a "real" and "useful" perspective to which they as middle school students can more easily relate, and public health nurses are perceived by students and teachers as providing valuable, specific, and non-judgmental expertise.
5. DILIGENT SCHEDULING AND PLANNING: Adequate time must be provided for teachers', peer mentors' and public health nurses' training/in-servicing, and for their (cooperative) planning. Adequate lead-in time must also be provided for teachers to prepare for/ plan/schedule their students' (teacher-led, and peer mentor-led) sessions.
6. THOUGHTFUL PEER MENTOR SELECTION: The selection of peer mentors must provide for the inclusion of (secondary school level) students with a variety of skills, interests and abilities, as well as for their placement with classes that most closely correspond to their cultural group membership and extra/curricular interests.
7. EASE OF IMPLEMENTATION: The curricula (both teacher- and peer mentor-led modules) must be easily implemented, and as such, must provide classroom-ready, detailed lesson plans, which should also include clear and concise methods by which teachers can assess their students (meeting OC expectations).
8. BRIEFING PARENTS: Parents require comprehensive information regarding the programme's content/direction prior to delivery; a brief outline/schedule of dates, and topics would facilitate potential discussion at home.

#10

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: MERV MATIER, DIRECTOR OF EDUCATION
FROM: KEN WATERS, SUPERINTENDENT OF EDUCATION
DATE: October 28, 1999
RE: ALTERNATIVE EDUCATION PRELIMINARY REPORT

Approved for distribution
by the Director.

Signature: *Merv. Matier*

Date: *Oct. 28/99*

RECOMMENDATIONS:

Moved by _____ that The Hamilton-Wentworth District School Board receive the Alternative Education Preliminary Report for information.

Moved by _____ that The Hamilton-Wentworth District School Board approve the creation of an Alternative Education Review Committee as described below. This Committee shall consider the Alternative Education Preliminary Report in its deliberations. The Committee shall make a report to the Board by the end of March, 2000 with its final recommendations re. the delivery of alternative education.

Composition of Alternative Education Review Committee

Superintendent of Education (Chair)
School Council Representative (2)
Student Representative (2)
Secondary Administrator (2)
Elementary Administrator (1)
Secondary Alternative Education Teacher (2)
Secondary Regular Classroom Teacher (1)
Elementary Alternative Education Teacher (1)
Social Work Department Member (1)
Section 19 Administrator (1)
Special Education Department Member (1)

In April, 1999 a process was begun to review of the various alternative education programs available within The Hamilton-Wentworth District School Board. Over the past months representatives from the various alternative education programs, social work department and school administration met six times.

Alternative education programs existed within both of the predecessor boards. Dating back from the early 1980's both The Board of Education for the City of Hamilton and The Wentworth County Board of Education developed programs to meet the needs of students who were at risk of leaving school early. In December, 1992 a report was submitted to the former Hamilton Board from the Alternative Education Action Team which made a number of specific recommendation regarding the delivery of alternative education. We have been unable to uncover any similar type of report for the former County board.

As a result of the amalgamation of the two boards, it is appropriate to undertake an in-depth review of alternative education.

The initial step was to establish a base line of existing programs. The Alternative Education Preliminary Report attempts to provide an overview of the wide range of alternative education programs presently available. In addition, this Preliminary Report provides a summary of the current research of "at risk" students and appropriate educational responses. The members of this initial committee have also identified a number of issues relating to the delivery of alternative education that reflect the realities of the present and predict the uncertainties of the future.

In order to carry out a review of alternative education in order to develop recommendations for its future delivery it is necessary to involve representatives from as many of the stakeholders as possible.

KW:jb

11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 1999 11 04

RE: GIFTED REVIEW COMMITTEE REPORT

Approved for distribution
by the Director.

Signature: *Merv Matier*

Date: *Oct. 28/99*

RECOMMENDATION:

Moved by _____, that the Gifted Review Committee Report be received for information.

It is important to recognize the many hours given by the members of the Gifted Review Committee who met from September throughout the year until the last meeting on June 14, 1999. Members formed sub-committees and had several small group meetings to research and develop recommendations for a specific task that is reflected in the defined sections of the report.

The committee struggled with the decision as to whether there should be board-wide screening and if so, when should it occur. The committee strongly recommends a board-wide screening as it provides valuable information for all students. When to administer the screening was fraught with problems. Research indicates that cognitive skills are tested more accurately when a student is in grade four or later. Traditional testing has occurred in grade three so the board structure exists around that tradition. EQAO testing at grade three has complicated the testing further as it poses administrative concerns around time and resources. Executive Council reviewed the report in June and the cost portion of the report in September. A position of board wide screening at grade four was supported.

This report is the culminating effort of many people from the Special Education Transition Committee through the Gifted Review Committee. The task was most challenging as the harmonization of identification of gifted students and their programming was astride two very different approaches. The diligence of this committee and its recommendations are highly commendable given the enormity of the task.

**GIFTED REVIEW
COMMITTEE REPORT**

11-2
**GIFTED REVIEW
COMMITTEE REPORT**

A. INTRODUCTION

Our gifted children, like all our children, represent our future, and we dare not risk being blind to their special potential. Giftedness needs to be fostered and nurtured. Gifted students have the same right as other students to develop their full potential and they therefore require help through special education. If we do espouse an egalitarian school system, we must resolve our conflicting attitudes toward gifted students and correct the stereotypes and myths. Too often, gifted students are denied their rights because they deviate toward the high end of the intellectual scale. We provide for students who are deaf, blind, intellectually handicapped, and emotionally handicapped. Our regular education programs serve the needs of average students. The gifted students are often left to fend for themselves, even when this involves a waste of their potential, and for this reason we must find ways to help these students.

B. REASON FOR FORMATION OF GIFTED REVIEW COMMITTEE

During the deliberations of the Local Education Improvement Committee as well as the Special Education Transition Committee, there were many discussions about differences in gifted programming between the former boards. The two critical differences were:

1. **Screening of All Grade Threes (City) / Screening Through Referral Requests (County):**
The city used various assessment devices to screen all grade three students. Screening was followed, for students who met specific criteria, by an Identification, Placement, and Review Committee (IPRC) to identify giftedness. The county identified Gifted Exceptional students through school or parent request for individual assessment and, for students who met specific criteria, an IPRC to identify giftedness.
2. **Special Classes (City) / Regular Class with Support (County):**
The city provided a range of program options with eight gifted special classes at the elementary level for grades four through eight as well as gifted programming at the secondary level. The county provided programming for gifted students within their home schools through the Resource and Learning Centre programs, support for regular class teachers and the intermittent support provided by the Itinerant Teacher for Enhanced Programming.

Despite the work and discussions of the committees, these two differences of practice were not resolved. With amalgamation, our school communities need resolution before proceeding. Furthermore, parents want their children to have access to gifted special classes.

Resolution appeared possible if parent representatives, Special Education Advisory Committee (SEAC) members, support staff, and principal cluster representatives formed a committee to review past practice, consider new ideas, and recommend best practice. This committee has been meeting since September 1998 and has developed recommendations presented in this proposal.

Members of the Gifted Review Committee:

Rick Clark	Principal, Glen Brae - City East
Cynthia Wilkinson	Psychological Department
Eileen Collins	Principal, Westview - Mountain West
Jim Hayward	Parent, County East
Libby Jenkins	Parent, Secondary
Arlene Kappheim	SEAC representative
Hinda Levine	Parent
Gord Lister	Principal, Mount Hope - County East
Anne Polewski	Parent, County West
Bob Russ	Principal, Fernwood Park - Mountain East
Sandy Shahbazi	Parent
Bev Shepard	SEAC representative
Paul Smith	Vice-Principal, Westmount - Secondary
Chuck Taylor	Principal, Dalewood - City West
Nora-Lyn Veevers	Principal, Mary Hopkins - County West
Bob Waterhouse	Special Education Consultant

C. RECOMMENDATIONS FOR SCREENING

Background

Prior to amalgamation of the two former boards, each board had a different policy of identifying gifted students and providing programming. The city board has consistently identified and provided self-contained gifted classes for gifted students in grades 4 through 10 for the past 14 years. Identified gifted students who did not go into self-contained classes received adaptation of the regular class program. The county board at one time identified students board-wide and provided varying levels of programming, including both withdrawal and self-contained classes. During the past several years, however, the preference of special educators has been to recognize but not formally identify gifted students and to provide appropriate program for them within their home schools, through in-class support and withdrawal for enrichment by a resource teacher in each school, supplemented by the itinerant teacher of enhanced programming. Both Boards used similar tools and criteria for the identification of gifted students; the principal differences in approach were in a) selection for individual testing (students were not screened across the Board in the County but rather selected by parent and teacher nomination only), and b) placement options (described above).

RECOMMENDATIONS	RATIONALE
1. That the HWDSB develop and implement a <u>multi-faceted and multi-staged screening process</u> , to begin with early recognition of students with advanced abilities from their first entrance into the school system. Standards based on exemplars of school work or informal teacher evaluation could be the basis of early recognition.	The Ministry recognizes the need for early identification of and appropriate programming for <i>all</i> exceptional students. No one tool or method has been proven sufficient to recognize all students with advanced abilities.
2. That an <u>IEP</u> be developed by classroom and resource teacher and implemented for <u>all</u> students demonstrating advanced abilities, at any age, whether or not they are identified formally. That home schools make every effort to meet their needs before considering special class placement.	This is essential for all students with advanced abilities but is particularly pertinent for students in the early grades who do not have access to a special class. The importance and necessity of early adaptation of programme to provide appropriate challenges and to teach to the distinctive learning styles and thought processes of gifted students cannot be overstated.
3. That all grade 4 students throughout the Board be screened for possible giftedness using the OLSAT and, in addition, the Raven's Progressive Matrices for ESL students.	Research findings and prior experience from both city and county boards show that OLSAT and Raven's are appropriate for screening for possible giftedness.
4. That, in all grades, <u>parent or teacher nomination</u> , along with the results of any appropriate standardized testing, be used to recognize students with advanced abilities and select them for individual testing via a school meeting.	For a variety of reasons, gifted students may not be identified during the grade 3 screening. Although individual testing for formal identification is not generally recommended before age 8, it is not foolproof at this or any other age.
5. That students who have been recognized through recommendations 2 and 3 as "potentially gifted" <u>be tested individually</u> using the WISC III, and that the interim Identification Criteria, with the addition of positive results on the <u>Raven's Matrices</u> , be used as the identification criteria.	WISC III is recognized as a valid tool for identifying intellectually-gifted children. The Raven's Progress Matrices is a non-verbal test considered to be one of the best culture-fair screening measures.
6. That parents receive the <u>Guide to Special Education for Parents and Students</u> at the start of their child's school career and that they be informed and consulted as partners in the identification and placement of and programming for their child at all stages of the process.	Parents are essential as partners in their children's education. It is necessary that they be assisted to become adequately informed about issues relevant to their child's academic success, and that they be encouraged to communicate regularly about issues and concerns regarding their child.
7. That ongoing <u>in-service</u> of staff at all levels for effective screening and identification of and programming for gifted students be instituted and maintained.	Past experience has shown that in-service of staff is essential for valid results of both screening tests and informal measures of recognizing gifted students.

11-4

D. RECOMMENDATIONS FOR ELEMENTARY PLACEMENT OPTIONS

RECOMMENDATIONS	RATIONALE
1. That discrete Gifted Special Classes for each grade from 4 through 8 be maintained and expanded as necessary to serve all gifted students in the area of the Board's jurisdiction, and that teachers of these classes when they are in the rotary environment provide resource to other teachers	This is the preferred option for meeting the needs of the gifted student. The Ontario Curriculum Achievement Scales mandates programming for higher order thinking skills as well as mastery of basic skills. It is important for gifted students to affiliate with their intellectual peers for purposes of social development, academic success, and intellectual stimulation. Within a gifted peer group, students find acceptance of their "differences" and problem-solving support. Grouping gifted students together permits differentiated programming for all subject areas and more effective program delivery.
2. That differentiated programming in the home school be provided and appropriately supported, utilizing an Individual Education Plan (IEP), for gifted students who are not in special classes. In Kindergarten through grade 3 removal from the home school is not an option. In grades 4-8, differentiation of the regular classroom program should be maintained as a viable option for gifted students who, for whatever reason, cannot or do not attend a special class. Acceleration, used cautiously, may be a component of differentiated programming.	For social reasons or parent choice, it may be more appropriate for identified gifted students to remain in the home school, but such a decision shall not mean that the students' needs will not be met. Subject acceleration may be appropriate for students who are gifted and/or talented in specific subject areas.
3. That the placement options offered by this Board be supported appropriately at both school and system levels with sufficient and qualified staff at the system level, and principals at the school level who have demonstrated commitment to gifted education.	It is important to provide the leadership to ensure a co-ordinated and equitable delivery of gifted programming in all schools, for all gifted students. A knowledge and understanding of the social, emotional, and academic uniqueness of gifted students is required to ensure effective program support.
4. That the Board maintain the program in appropriate geographical locations and consider expansion to other geographical areas as necessary to serve students throughout the Board area. Locations may be determined in response to demographic changes.	<i>The projected numbers of gifted students in the Board allow for optimal use of existing programs. Expertise in gifted education that has been developed in these programs provides the foundation for their growth. Future additional locations will provide for continuity of programming. The identification process will determine demographics.</i>
5. That the Board provide whatever special education funds are necessary to meet the needs of gifted students with the appropriate range of placements and program as described above.	Gifted special classes do not have to be unusually small; gifted program modifications do not require special equipment; and gifted transportation does not require specially-adapted vehicles; therefore meeting the needs of gifted exceptional students is not an expensive proposition. Diligence in screening and identifying students, qualified teachers, and supportive personnel at all levels of the system are the main requirements to meet the needs of gifted students.

E. RECOMMENDATIONS FOR SECONDARY PLACEMENT OPTIONS

<p>1. That the Board continue to offer the existing range of secondary level program alternatives for exceptional students identified as gifted.</p>	<p>The present range includes</p> <ul style="list-style-type: none"> • regular class placement with in-class program modification, • regular class placement with out-of-class enhancements, • enhanced courses, and • congregated classes for gifted students only. (Note: these are not formal Special Classes) <p>Some secondary schools serve as "magnet schools" for gifted students due to their discrete curriculum or enhanced programming. This range of options provides parents and students with enough choices to satisfy most students' needs and preferences.</p>
<p>2. That the existing Gifted Review Committee or a new committee with greater secondary school representation be convened in the coming school year with a mandate to review secondary gifted education.</p>	<p><i>The present committee has focused on elementary programs. There is a great deal of interest among secondary school principals in ensuring a high level of gifted programming at the secondary level. As the amalgamated Board evolves it will be important to develop special education programs in the most efficient and effective manner.</i></p>

F. REALITIES AND MYTHS OF GIFTEDNESS

Gifted students hold a strangely anomalous position in today's educational structures. They form one of the largest groups of exceptional students, second only to those with specific learning disabilities, yet fewer personnel are devoted to serving their needs than for any other group. Giftedness is the one exceptionality which we wish to maximize, rather than overcome, yet there seems to be a tendency to try to make them as much like the norm as possible. Appropriate programming for the gifted does not involve great costs, as it does not require special equipment or special modes of transport, barrier-free access to schools, highly-specialized curriculum materials, or classes far smaller than regular classes, yet many school boards in Ontario seem reluctant even to spend the relatively small amount necessary to help these students develop their potential. This is a particularly sad situation since their potential is so great and the benefits to themselves and others of realizing it so profound.

In a time when studies and surveys show that the education of Canadian children is leaving them well behind students in other industrialized nations in areas such as mathematics and science, it is especially tragic that we should be failing our gifted students by not providing them with the programmes that help them to develop their abilities to the maximum extent. All of our students should be receiving an education that enables them to make the most of their minds and their lives. If for gifted students this requires some special teachers, extra challenges, and greatly-modified curriculum, then this is what they should receive. An appropriate education for gifted students should not be something which is diminished or eliminated when finances are tight - or under any other circumstances - any more than we would think of denying education to learning-disabled, developmentally-delayed, blind, or hard-of-hearing students.

What is so often preventing gifted students from receiving the education they need and deserve? We believe that there are several pervasive myths in our society at large, and unfortunately even within our educational system, which create an attitude damaging to suitable programming for the gifted. We would like to examine some of the most damaging and explain the truths that must take their place, if we are to educate the gifted students in our population with the same care and appropriateness with which we educate other students.

Myth	Reality
Myth #1 Gifted students will be successful whether or not they receive special attention.	This is one of the most debilitating myths. Everyone needs help, encouragement and appropriate learning experiences in order to make the most of themselves. Gifted students need a differentiated educational approach if they are to develop their potential. Many gifted learners are underachievers and some will become dropouts unless they receive guidance and challenge. It is a fact that many dropouts in high school are bright students who have found little meaning in the school experience. Some studies have shown that up to 58% of the gifted are working below the level at which they are capable. These youngsters do need special attention and have been responsive to programmes tailored to meet their needs. Unfortunately, we cannot measure the talent loss of all those students who could have developed more of their high potential if they had been given the opportunity.
Myth #2 Gifted students can have their needs met and be adequately served in the regular classroom.	Gifted students process information much faster and in different ways than do other students. Classroom teachers do not have time to develop a qualitatively different programme for each learner for all the curriculum, and they need help and resources to deal adequately with students who are not in the learning mainstream. Special classes with specially-trained teachers can not only meet their academic needs but allow gifted students to benefit both intellectually and socially by working with other gifted students. Studies show that gifted students in accelerated classes outperform their gifted peers in regular classes by almost a year on standardized achievement tests, and those in enriched classes outperform their peers by 4 to 5 months.

Myth	Reality
Myth #3 Teachers in general like and understand gifted students and can program for them without special training.	Gifted students are often a challenge to teach. Training in gifted education helps teachers deal effectively with the unique educational needs of these students.
Myth #4 Gifted kids love school, get high grades, and greet each new school day with enthusiasm.	While some gifted students are enthusiastic about school, others are not. Most schools are geared for average learners, which makes it hard for some gifted students to be enthusiastic about attending. Many do not perform well academically, either because they are not challenged or because they purposely do poorly to conform to peer pressure. Gifted students can become frustrated and turned off when they are not academically challenged. Some of the most talented gifted students actually drop out of school altogether.
Myth #5 If gifted students are grouped together or given special programmes, they will become an elite group.	An elite group? Like the Jazz Band or the Rep. Basketball Team? We often group students according to their talents. We expect that students will achieve their best at their own level. We should provide some grouping for gifted students so they can experience working with students with similar capabilities. Empathy and appropriate behaviour, as well as academic subjects, can be taught. It has been found that when a gifted programme is provided, the gifted actually improve in their ability to interact socially and empathize with their non-gifted peers. What can be especially damaging about this myth is that some adults may use it to rationalize decisions about not allowing gifted students to work or study together, or not providing them with opportunities that meet their learning needs.
Myth #6 Gifted students are mainly from white, middle- to upper-class families.	Gifted students are found in all ethnic, cultural, and religious groups, and they are included in all socio-economic classifications.
Myth #7 If you remove gifted students from a regular classroom, you leave the class impoverished by removing the leaders.	For one thing, giftedness is not synonymous with leadership ability. For another, gifted students make up a very small percentage of the student population, which includes many very bright students. Often when gifted students are removed from the regular classroom, these other students have the chance to shine and to develop their leadership skills. In addition, some teachers may find that they are better able to serve other students in their classroom when they do not also have to meet gifted students' needs.
Myth #8 All students are created equal and should be given the same education.	All students do have equal rights to an education which meets their needs and enables them to reach their potential as fully as possible. However, the <i>same</i> education will not meet the needs of all students equally. Just as learning-disabled or developmentally-delayed students need considerable modification in their programme to help them reach their potential, so gifted students need modifications to enable them to realize <i>their</i> potential. Because they think and reason differently from the way non-gifted students do, they require materials and presentation, which challenge them differently. Appropriate modifications for exceptional students may result in <i>different</i> educations, but they are <i>equitable</i> educations.
Myth #9 Gifted students are generally well adjusted, mature, natural leaders, and good at everything.	Some gifted students have counselling needs, especially regarding issues of self-esteem, but some studies show that the <i>label</i> of gifted may help a student to feel more confident. As to leadership, academically advanced students are not necessarily any more advanced socially and emotionally than others their own age. All gifted individuals have varying strengths and weaknesses. Few are gifted in all areas. Some gifted students are good at many things; others are exceptionally able at only a few things.

Myth	Reality
Myth # 10 Gifted students are weird misfits, weaklings, or bookworms.	Some gifted students have trouble adjusting to school and forming friendships, and some don't - just like other kids. Physically, gifted individuals have no unusual features that set them apart from others. Most gifted students are good readers but they engage in many types of activities and have many interests.

TRUTH:

The truth is that gifted students show a wide variety of physical and social skills, maturity levels, and leadership abilities, much like other students.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
ANTICIPATED COSTS FOR BOARD-WIDE SCREENING AND TESTING FOR GIFTEDNESS

GIFTED SCREENING – TOTAL COST (1 COHORT) \$ 62,297.65

TEST SUPPLIES \$31,347.65

*Otis-Lennon School Ability Test – 7th Edition** \$27,808.90

Reusable Test Booklets (180 packages of 25 booklets)	\$16,200.00
Answer Sheets (180 packages of 25 sheets).....	\$ 6,804.00
Scoring Keys.....	\$ 74.00
Spring Norms Book.....	\$ 110.00
Fall Norms Book.....	\$ 110.00
Taxes.....	\$ 2,181.10
Shipping.....	\$ 2,329.80

*Wechsler Intelligence Test for Children – 3rd Edition*** \$ 3,343.75

Record Forms (5 packages of 100 forms).....	\$ 2,675.00
Taxes.....	\$ 401.25
Shipping.....	\$ 267.50

*Wide Range Achievement Test – 3rd Edition*** \$ 195.00

Test Forms (3 packages of 25 forms).....	\$ 156.00
Taxes.....	\$ 23.40
Shipping.....	\$ 15.60

*Ravens Standard Progressive Matrices*** \$ 0

Minimal cost, included under printing and secretarial, as have reusable books already.

SERVICES..... \$30,950.00

Temporary Testers**	\$22,000.00
Secretarial Support**	\$ 8,500.00
Printing and Miscellaneous**	\$ 450.00

TIME

Temporary Testers	1,440 hrs.
Psychological Services.....	500 hrs.
Secretarial Support.....	400 hrs.
Teachers (inservice and administration of OLSAT).....	2 hrs. each
Students (initial screening)	1-1.5 hrs. each
Students (individual testing).....	1-2 hrs. each

* Not included in the Psychological Services Budget

** From Psychological Services 1999-2000 Budget

11-70
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
ANTICIPATED COSTS FOR BOARD-WIDE SCREENING AND TESTING FOR GIFTEDNESS

COST FOR BOARD-WIDE SCREENING *

1999-2000

Otis Lennon School Ability Test - 7th Edition.....\$33,766.25

2000-2001

Otis-Lennon School Ability Test - 7th Edition.....\$ 9,000.00
(The cost is reduced by employing reusable test books)

Projected cost for board-wide screening will be similar (factoring in inflation) each subsequent year.

**PSYCHOLOGICAL SERVICES BUDGET
FOR INDIVIDUAL TESTING FOR GIFTEDNESS**

1998-1999

Budgeted for individual testing..... \$23,000.00
(Proposed to be carried forward to 1999-2000 towards the cost
of the Otis-Lennon School Ability Test - 7th Edition)

1999-2000

Materials..... \$ 4,000.00
(Individual Test Protocols/Scoring Keys/Printing/Miscellaneous)

Services..... \$30,500.00
(Temporary Assistance – Testers/Clerical support)

2000-2001

Projected cost for individual testing will be similar (factoring in inflation) each subsequent year.

* Not included in the Psychological Services Budget as this is a system-level endeavour

#12

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
OCTOBER 27, 1999**

Moved by _____, seconded by _____: That the Report of the Special Education Advisory Committee dated October 27, 1999 be approved.

1. Report of the Gifted Committee

It was moved by B. Shepard: That SEAC pass this report to the Board expressing concern over the timing of the screening (moving the screening from grade 3 to grade 4) and concern over the appropriateness of the screening for students with multiple exceptionalities.

#13

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education and Secretary
From: Chuck Reid, Superintendent of Education
Date: November 4, 1999
Subject: SCHOOL COUNCIL POLICY COMMITTEE

Approved for distribution
by the Director.

Signature: Merv Matier

Date: Oct. 28/99

Recommended Action:

Moved by _____, that a School Council Policy Committee be established to *review* policies and procedures currently in use across The Hamilton-Wentworth District School Board, and to *develop* a new policy and procedures for use across the District.

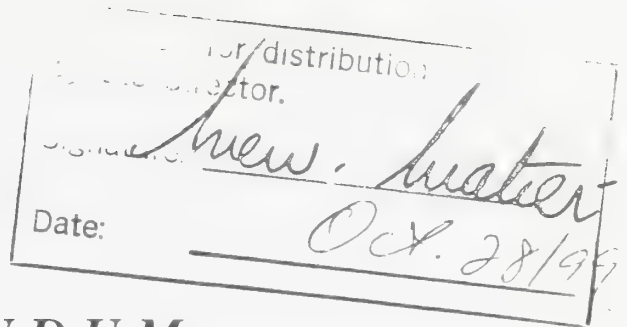
1.0 Rationale

- 1.1 The Ministry of Education and Training requires that each school establish a local School Council as outlined in Policy and Procedure Memorandum 122. This memorandum was released in 1995 and remains the document under which School Councils exist.
- 1.2 Both former jurisdictions within The Hamilton-Wentworth District School Board required that schools comply with the directions outlined in the Policy and Procedure Memorandum 122.
- 1.3 There is a need to develop a unified set of policies and procedures for use within The Hamilton-Wentworth District School Board related to School Councils.

2.0 Future Actions

- 2.1 A committee to perform this review will be established consisting of:
 - 1 - Superintendent of Education
 - 2 - Principal Advisory Team Members (1 Secondary and 1 Elementary)
 - 2 - School Council Representatives
 - 2 - Teachers (1 O.S.S.T.F. and 1 H.W.E.T.L.)
 - 1 - Student Trustee or designate
 - 1 - Trustee
 - 1 - Non-Teaching Staff
 - 1 - Community Representative (Industry Education Council)
 - 2 - Home and School Representatives
- 2.2 The Review Committee will consider previous policies and reports from the former jurisdictions with the Board, as well as provincial directions and criteria, and will develop a new policy and procedures for use across the District.

14



MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Nora Campbell, Superintendent of Education

DATE: 1999,11,04

RE: 'Draft' Staff Development Policy

Recommended Action:

It was moved by _____ that the 'draft' Staff Development Policy be approved as presented.

Attached to this memorandum is the 'draft' policy with respect to staff development. Changes are highlighted in bold print.

Both the Joint Advisory Committee and Executive Council have reviewed this document.

Oct. 26/99
/mlr
Encl.



STAFF DEVELOPMENT POLICY

Date Approved: 00/00

Projected Review Date: 00/00

It is the policy of The Hamilton-Wentworth District School Board to improve student performance and system effectiveness by facilitating the continuous growth of its employees through a comprehensive program of Staff Development within the framework of system beliefs and goals.

RESPONSIBILITY: Superintendent of Education – Staff Development

OPERATING PROCEDURES:

1.0 Structure

- 1.1 Staff Development and Training programs shall be driven by System initiatives, legislated regulations, school/department plans, and emergent staff needs.
- 1.2 A System Staff Development Advisory Committee shall be established. This committee shall:
 - a) establish guidelines and procedures for allocation and tracking of staff development funds;
 - b) review plans for expenditure of staff development funds;
 - c) assist in the development of a system plan for staff development initiatives; and
 - d) **provide an annual review report, including exemplary practice, through Executive Council for information to the Board of Trustees.**

This committee shall consist of the following representation:

 - Principals
 - Department Managers
 - Employees
 - Supervisory Officer with the Staff Development portfolio
 - Staff Development Officer
 - **Community Partner**
- 1.3 Each school/department shall have a Staff Development Committee. This committee shall:
 - a) identify staff needs;
 - b) interface staff needs with the school/department plan, giving priority to those needs related to the school/department plan, and forward these recommendations to the principal/supervisor;
 - c) recognize there may be instances where a principal or department manager may need to respond to an individual's unique needs;
 - d) ensure that acquired information and/or expertise from approved conferences, courses will be shared with staff; and
 - e) in consultation with the principal/supervisor, forward identified school/department staff development needs to the Staff Development Department for system planning.

- 1.4 Each supervisory officer shall identify staff development needs to support those individuals/initiatives within each supervisory portfolio. These requests shall be forwarded to the Staff Development Department.
- 1.5 System accountability measures shall take the form of an annual review report, prepared by the System Staff Development Advisory Committee, regarding system expenditures and impact of staff development initiatives. The primary focus of the annual review report shall be to evaluate the impact of system staff development expenditures on improved student performance.

2.0 Expenditure Guidelines

- 2.1 Attendance at conferences, seminars, workshops must support either:
 - a) the established objectives and priorities of the Staff Development plan or the school/department; or
 - b) must be of a type that can be reasonably expected to improve performance; or
 - c) is required for the employee's position.
- 2.2 Wherever feasible, cost effective measures are to be followed – i.e. shared accommodation, shared travel, economy class travel, and meals as prescribed by the Employee Expense Policy.
- 2.3 All claims for conference/staff development reimbursement shall be submitted on the Conference/Staff Development Reimbursement Claim Form (copy attached).
- 2.4 Honoraria: a gift to in-house in-service deliverers ranging from \$25.00 to \$50.00 where principal/supervisor deems warranted.

3.0 Authorization

- 3.1 Expenditure of funds allocated to schools to be authorized by the school principal.
- 3.2 Expenditure of funds allocated to the Education Centre departments to be authorized by the superintendent or designate(s).
- 3.3 Expenditure of funds allocated for system initiatives to be authorized by the appropriate supervisory officer.
- 3.4 All expenditures must be authorized by the applicant's supervisor.

4.0 Budget

- 4.1 Staff Development funds allocated to school/department budget lines shall be non-transferable.
- 4.2 Expenditures exceeding school/department allocation shall be covered by the school/department overall budget.
- 4.3 The cost of any occasional/casual coverage required for staff development purposes shall be charged to the school/department Staff Development budget.

DRAFT

14-3



**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
CONFERENCE/STAFF DEVELOPMENT REIMBURSEMENT CLAIM**

Applicant's Name: _____

School/Location: _____

Description of Claim:
(include Title, Date,
& Location) _____

**All
original
receipts
must
be
attached**

Registration Fee: \$ _____

Meals: \$ _____

Accommodations: \$ _____

Mileage: _____ km x _____ rate \$ _____

Other: _____ \$ _____

_____ \$ _____

_____ \$ _____

TOTAL CLAIM: \$ _____

Staff Development Account #: _____

Applicant's Signature: _____

Authorization:

Principal/Supervisor: _____

For Accounting Use Only

Vendor # _____ Approval: _____ Accuracy: _____ Reviewed: _____

Entry Date: _____

Staff Development Policy

POLICY STATEMENT: It is the policy of The Hamilton-Wentworth District School Board to improve student performance and system effectiveness by facilitating the continuous growth of its employees through a comprehensive program of Staff Development within the framework of system beliefs and goals.

Please refer to Board Policy # 000 Staff Development for the complete policy.

- Staff Development and Training programs shall be driven by system initiatives, legislated regulations, school/department plans, and emergent staff needs.
- A System Staff Development Advisory Committee shall review the system Staff Development plan annually.
- Accountability measures shall take the form of an annual review report, prepared by the System Staff Development Advisory Committee, regarding system expenditures and impact of staff development initiatives. The primary focus of the annual review report shall be to evaluate the impact of system staff development expenditures on improved student performance.

Expenditure Guidelines

- Attendance at conferences, seminars, workshops must support either:
 - a) the established objectives and priorities of the Staff Development plan or the school/department; or
 - b) must be of a type that can be reasonably expected to improve performance; or
 - c) is required for the employee's position.
- **All claims for conference/staff development reimbursement must be submitted on this form.**
- Wherever feasible, cost effective measures are to be followed – i.e. shared accommodation, shared travel, economy class travel, and meals as prescribed by the Employee Expense Policy.

Authorization

- Expenditure of funds allocated to schools to be authorized by the school principal.
- Expenditure of funds allocated to the Education Centre departments to be authorized by the superintendent or designate(s).
- Expenditure of funds allocated for system initiatives to be authorized by the appropriate supervisory officer.
- **All expenditures must be authorized by the applicant's principal/supervisor.**

Submission of Claims for Reimbursement

- Upon completion, submit claim form to the Accounting Department for reimbursement.
- Ensure all **original** receipts are attached (incomplete forms will be returned).
- Reimbursement cheques will be sent to the claimant's school/department.

Staff Development Policy Committee

Name	Location	Telephone	Rep
Lucy Veerman	Budget Department	x 2213	Finance
Irene Polidori	Accounting Department	x 2206	Finance
Linda Shuker	1060 Ridge Road Stoney Creek L8J 2X4	643-2220	Parent
Elizabeth Rutherford	Cardinal Heights	385-5344	Elementary Principals
Barb Ridley	Ancaster High	648-4468	Secondary Principals
Doug Cihocki	Sherwood	383-3377	Secondary Principals
Ana Misiti	O.S.S.T.F. Office	574-8285	Office, Clerical & Techn.
Dianne Parr	Communications Services	x 2435	Prof. Support Services Staff/P.A.S.S.
Bruce Thomson	Maintenance Services	318-8878	Plant Services
Duane O'Connor	Plant Services	x 2612	Plant Services/P.A.S.S.
Betty Kerman	HWETL Office	529-1634	Elementary Teachers
Glen Whitwell	Saltfleet District High	573-3000	Secondary Teachers
Melanie Kivell	Education Centre	x 2624	P.A.S.S.
Canon Joe Rogers	Education Centre	546-6176	Trustees
Judith Bell	Staff Development	x 2462	Staff Development
Nora Campbell	Superintendent of Education	x 2674	Staff Development

#15

For distribution to the Director.
<i>Merv Matier</i>
Date: <i>Oct 28/99</i>

MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Nora Campbell, Superintendent of Education

DATE: 1999,11,04

RE: 'Draft' Pre-Employment Screening Policy

Recommended Action:

It was moved by _____ that the 'draft' Pre-Employment Screening Policy be approved as presented.
--

Attached for your consideration is the 'draft' policy with respect to pre-employment screening. Revisions have been highlighted through the use of bold print. This draft policy has been reviewed by the Joint Advisory Committee and Executive Council.

Oct. 26/99
/mlr
Encl.



Date Approved: 00/00

Policy No. 000

Pre-Employment Screening

Projected Review Date: 00/00

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to ensure that all prospective employees will be screened prior to being hired and commencing work.

Rationale: The Board is in a position of trust with regard to its students, employees, and volunteers. The Board shall take reasonable steps to provide and maintain a safe and secure learning and working environment.

RESPONSIBILITY: Superintendents of Education, Superintendent of Business & Treasurer, Superintendent of Plant, Superintendent of Instructional Services, Director of Education

OPERATING PROCEDURES:

Definition of Employee:

- (a) An employee is an individual who agrees to work in a contract for services, on a full-time or part-time basis, for The Hamilton-Wentworth District School Board (the Board) for a specified or indeterminate period of time. Salary or wages are paid to this individual, and from this payment deductions are taken for Canada Pension Plan, Income Taxes, and Employment Insurance.
 - (b) Individuals who have left the employ of the Board and who return to employee status within one year are exempt from the procedures outlined in this policy.
1. The Board will require the following to be completed as part of the pre-employment process:
 - (a) reference check
 - (b) certificate of good health
 - (c) tuberculosis test
 - (d) WHMIS training
 - (e) police records check
 - (f) appropriate certification as required
 2. All pre-employment screening costs are to be paid by the prospective employee.
 3. Prior to the recommendation to hire, the supervisor must complete Section C of the Pre-employment Screening form.
 4. Prior to commencing employment, the Human Resources Department must have verified the completion of Sections D and E of the Pre-employment Screening form.

4.1 Certificate of Good Health:

The prospective employee must submit a recent (within 3 months) certificate of good health indicating that he/she is in good health. Prospective employees must be capable of fulfilling the essential duties of the job.

4.2 Tuberculosis Test:

All prospective employees must submit a certificate confirming that they have completed a Tuberculosis test (phase 1) within the last 12 months.

4.3 WHMIS Training:

In accordance with Sections 42(1)(2)(3) of the Occupational Health and Safety Act (OHSA), all new employees must receive WHMIS training and provide **documented proof prior to** commencing employment. New employees who have received WHMIS training within the past twelve months must provide written documentation.

4.4 Police Records Check:

4.4.1 The Board, subject to 4.4.3 below, will not knowingly offer employment to any person with a record of criminal conviction for which a pardon has not been granted. The following offences especially compromise the safety and well-being of its students, employees, and volunteers:

- (a) any sexual offence under the Criminal Code;
- (b) any violations under the Controlled Drug and Substances Act;
- (c) any criminal offence involving minors;
- (d) crimes of violence which include, but are not limited to, threats, assaults and use, possession or concealment of a weapon or imitation of a weapon;
- (e) propagation of hate literature or incitement to hatred;
- (f) possession, distribution or sale of any pornographic or violent material;
- (g) other offences specifically related to the job.

4.4.2 While the conviction of any of the above noted offences would, in the normal course, present a bar to employment, the Board does recognize the principle of rehabilitation and may therefore consider the hiring of a person after a full assessment based upon consideration of the following factors:

- a) the specific duties and responsibilities of the position in question and the relevance of the police records, criminal charge(s), and/or conviction(s) to that position;
- b) the length of time since the police record was established;
- c) rehabilitative efforts undertaken;
- d) the risk posed to the safety and security of students, staff, volunteers and/or Board property.

4.4.3 The Human Resources Department will examine the Police Records Check. Where there is a concern, the information will be assessed by a supervisory officer. A meeting will be held with the candidate and the appropriate supervisory officer before a final recommendation to hire is made.

Legislative Authority:

Canadian Charter of Rights and Freedoms

the Criminal Code

the Ontario Human Rights Code

the Police Services Act

the Child and Family Services Act

the Young Offenders Act

the Municipal Freedom of Information and Protection of Privacy Act

the Education Act

Policy/Program Memorandum #77.

the Occupational Health & Safety Act

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

PRE-EMPLOYMENT SCREENING INFORMATION

1. It is Board policy that all prospective employees participate in the pre-employment screening process. If an individual chooses not to participate, the application for employment will not be given further consideration.

2. During the interview the supervisor will ensure that the candidate has completed Sections A and B of the Pre-employment Screening form.

The supervisor must check references and complete Section C of the Pre-employment Screening form.

Upon completion of Sections A, B, and C, the Pre-Employment Screening form is to be forwarded immediately to the Human Resources Department.

3. The recommended candidate is required to submit a Police Records Check from the Hamilton-Wentworth Regional Police Department.

The Police Records Check shall be received, reviewed, and retained by Human Resources in a secure file.

4. All pre-employment screening costs are to be paid by the prospective employee.

5. All offers of employment shall be conditional upon satisfactory completion of the requirements outlined in the policy and in the pre-employment screening form.

15-4
PRE-EMPLOYMENT SCREENING FORM

Position _____
Candidate's Name _____

School/Department _____
Interview Team _____
Interview Date _____

All offers of employment with The Hamilton-Wentworth District School Board shall be conditional upon satisfactory completion of the requirements, as outlined below.

SECTION A - REFERENCE CHECK CONSENT FORM:

(to be completed by the candidate)

Prospective employees are required to submit a minimum of three(3) appropriate references.

Under the Municipal Freedom of Information and Protection of Privacy Act I, (print name)

_____, authorize The Hamilton-Wentworth District School Board to contact the persons or organizations listed below for the purpose of obtaining reference information including information contained in my personnel file(s). These persons are authorized to disclose such information.

Name	Position/Title	Telephone No.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date _____ Candidate's Signature _____

SECTION B - CRIMINAL OFFENCE DECLARATION:

(to be completed by the candidate)

Have you ever been convicted in Canada or in another country of a criminal offence for which you have not received a pardon?

Yes [☐]

No [☐]

I declare that this information is true. I understand that a false statement may disqualify me from employment or cause my dismissal.

Date _____ Candidate's Signature _____

SECTION C - REFERENCE CHECK (TO BE COMPLETED BY THE HIRING SUPERVISOR)

A minimum of two references must be contacted prior to recommending employment.

Name	Date	Title	Recommendation
_____	_____	_____	_____
_____	_____	_____	_____

Conditional offer of employment accepted [☐] declined [☐]

Recommended for future consideration [☐] NOT recommended for hire [☐]

Date: _____ S.O. or Designate _____

- NOTE: Conditional offers of employment (under Section C) shall be authorized as follows:
- (a) Superintendent of Education responsible for Secondary Staffing or principal designate
 - (b) Superintendent of Education responsible for Elementary Staffing or principal designate
 - (c) Superintendent of Plant or designate
 - (d) Superintendent of Instructional Services or designate
 - (e) Manager of Human Resources or designate
 - (f) Director of Education or designate

Sections A, B, and C for all candidates must be forwarded to the Human Resources Department.

SECTION D - TO BE COMPLETED BY HUMAN RESOURCES DEPARTMENT:

	Received	Accepted
Reference Check	[]	[]
Certificate of Good Health	[]	[]
Tuberculosis Test	[]	[]
WHMIS Training	[]	[]
Police Records Check	[]	[]
Appropriate Certification, as required	[]	[]

All pre-screening requirements completed:

Date

Verified by Human Resources

SECTION E - RECOMMENDATION TO HIRE:

It is recommended that _____ be hired for the position of _____

Date

Supervisory Officer

NOTE: Signing authority for Section E:

- (a) Superintendent of Education responsible for Secondary Staffing (Secondary Teachers)
- (b) Superintendent of Education responsible for Elementary Staffing (Elementary Teachers)
- (c) Superintendent of Plant (CUPE & LIUNA Employee groups)
- (d) Superintendent of Instructional Services (Educational Assistants/Social Workers/Psycho-Educational Consultants/Speech & Language Pathologists)
- (e) Manager of Human Resources (OCTU & Non-unionized employees)
- (f) Director of Education (Supervisory Officers)

16

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution
by the Director.

Signature: Merv. Matier

Date: Oct 28/99

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources
Date: November 1, 1999
Re: Staffing Report – Full-Time Equivalent Positions

Recommended Action:

Moved by: _____

That the October, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of October, 1999.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD													
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS													
	1999 ACTUALS												REVISED 99/00 BUDGET
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	
Teachers - Elementary	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,036.60	2,036.60			2,037.60
Teachers - Secondary	1,201.84	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,208.75	1,208.75			1,210.40
Teacher Assistants	374.00	375.00	375.00	382.00	382.00	382.00	382.00	382.00	355.50	377.50			355.50
Professionals & Paraprofessionals	161.00	161.00	161.00	161.00	162.00	162.00	162.00	162.00	120.12	120.12			120.12
School Administration	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	408.93	408.93			408.93
Consultants & Special Assign. Tchrs.	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	29.60	29.60			29.60
Board Administration & Governance	148.58	149.87	149.87	149.87	149.87	149.87	149.87	149.87	151.00	151.00			151.00
School Operations	466.00	466.00	466.00	466.00	466.00	466.00	466.00	466.00	471.75	471.75			480.87
Continuing Education	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.87	4.87			4.87
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25			1.25
Staff on Loan (recoverable)	18.00	15.67	19.67	18.67	18.67	18.67	18.67	18.67	16.67	18.67			15.00
Total Full Time Equiv. Positions	4,883.97	4,883.27	4,887.27	4,893.27	4,894.27	4,894.27	4,894.27	4,894.27	4,805.04	4,829.04			4,815.14

URBAN
MUNICIPAL

CAB ON HW W26
A33E
1995

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE

Thursday, December 2, 1999

URBAN MUNICIPAL

DEC 13 1999

7:00 p.m.

A G E N D A

GOVERNMENT DOCUMENTS

7:00 p.m.

1. Call to Order
2. Approval of the Minutes of November 4, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

J. Bishop

ACTION ITEMS:

5. Release of Board and School 1999 EQAO Grade 3 and Grade 6 Assessment Results K. Croxall
6. Elementary Music Survey Report K. Croxall
7. Selection of Learning Resources Policy K. Croxall
8. Adult-Based Continuing Education (ABC) E. Bond
9. Verbal Update - Alternative Program Advisory Committee on Vocational/
Basic Level Education and Secondary School Reform E. Bond
10. Adult and Continuing Education Annual Year-End Report [to be deferred] E. Bond
11. Staffing Report – Full-Time Equivalent Positions D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

Future Meetings:

Business Committee	December 9, 1999	7:00 p.m.
Special Education Advisory Committee	December 15, 1999	7:15 p.m.
Board	December 16, 1999	8:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
NOVEMBER 4, 1999

Those present: Judith Bishop (Chair), Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Regrets: Janice Dewar.

Also present: Heather Bullock, Lillian Orban, Laura Peddle and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and K. Waters (Superintendent of Education – Secondary West).

Also in attendance:
D. Russon, Manager of Human Resources.

The Chair called the meeting to order at 7:05 p.m.

2. Approval of the Minutes of October 7, 1999

It was moved by J. Rogers: That the minutes of October 7, 1999 be approved as distributed.
CARRIED.

3. Business Arising from the Minutes

Hearing Impaired Program

M. Botting advised that work is in progress in co-ordination with special education teachers who are assisting with the development of criteria for the whole system. Visitation of Queensdale School is scheduled for next week.

4. Approval of the Agenda

It was moved by E. Johnstone: That the agenda be approved.

Added Items:

- 17. Request from the Garden Club of Hamilton – R. Mulholland
- 18. Trustee representation to the Literacy Guidelines Committee – K. Croxall
- 19. Allocation and Role of Learning Resource Teachers – L. Orban

To the motion, as amended, **CARRIED.**

At this time, the Chair indicated that Trustees Mulholland, Wallace and the Director would be joining the meeting later as they were at the re-opening ceremonies of Maple Lane School.

ACTION ITEMS:

5. Delegation – National Election for the Rights of Youth – UNICEF and Elections Canada

The Chair introduced Phil Lees, President of Hamilton-Wentworth Family Action Council and a parent of three children attending our schools.

During his presentation, P. Lees distributed an information sheet outlining the proposed Youth Rights and then detailed the council's major concerns particularly those which impact on parental authority and rights for the child's well-being. Noting that this project was initiated without appropriate consultation from the government, parents and school boards, P. Lees emphasized the council's request for the Board to reconsider its decision to permit the schools to participate in this undertaking.

The Chair drew attention to the Board's delegation process and asked the committee's view on how they wished to proceed.

It was moved by E. Johnstone: That the issue regarding the National Election for the Rights of Youth –UNICEF and Elections Canada be debated at the conclusion of the agenda.

CARRIED, 2 IN FAVOUR, 1 OPPOSED.

When J. Bishop commented that the delegation may wish to hear the discussion and with Trustee Wallace giving notice that he would join the meeting shortly before 8:00 p.m., E. Johnstone agreed with the suggestion of deferring the debate until B. Wallace was in attendance.

The Director and R. Mulholland arrived at 7:45 p.m.

Discussion resumed when B. Wallace joined the meeting at 7:45 p.m.

Recognizing the many concerns raised relating to this contentious activity which will involve the students.

It was moved by E. Johnstone: That the Education Committee recommend to the Board that the following motion, approved at the September 23, 1999 Board meeting, be rescinded:

Resolution #99-181

That the Board approve the participation of our schools in the National Election for the Rights of Youth as organized by UNICEF and Elections Canada.

CARRIED, 3 IN FAVOUR, 1 OPPOSED.

On behalf of the Committee, the Chair thanked P. Lees for his presentation.

6. Communication Services Year-End Report

M. Botting provided an overview and then introduced Susan Ham, Acting Supervisor – Communication Services, who reviewed the report.

It was moved by E. Johnstone: That the Communication Services Year-End Report be received for information.

Responding to questions. S. Ham offered the following clarifications:

- ⇒ At present, the pre-school development program commences at school entry (previously at age five). The child is eligible whether or not he/she attends Junior Kindergarten (JK). The parent has to decide if the child will access the program through JK or from the Speech and Language team. Communications Services has been working towards the improvement of services to JK by developing partnerships with JK teachers and staff. This is facilitated through various speech and language programming techniques/strategies.

- ⇒ Speech and Language staff exert much effort in addressing the waiting list for services through a closer review of the priorities in the schools (based on a chronological list of priorities, the current waiting time is about eight months).
- ⇒ The referral system process involves the review of the child's past record, input/feedback from other professionals and the classroom teachers. There may be a need for a new assessment in some cases.
- ⇒ Volunteers, particularly the parents, provide valuable support for the speech and language programming. Communication Services staff ensure that adequate training is provided to assist these individuals.

To the motion, **CARRIED**.

The Chair expressed the Committee's appreciation for S. Ham's thorough report.

7. Psychological Services Year-End Report

M. Botting introduced the report and then called on Dr. Kathy Short, Acting Supervisor for Psychological Services, who reviewed the salient details.

It was moved by J. Rogers: That the Psychological Services Year-End Report be received for information.

K. Short advised H. Bullock that the various publications on a variety of mental health and education-specific topics were well received although these mainly provide "overview" information. Psychological Services will be looking into the development of a more "parent friendly" format for these publications.

Noting the difference in waiting list for each consultant involved with psychological assessment, K. Short advised that there is a current six-month wait (staff are working on children from last March 1999). She advised further that school principals are assisting in prioritizing the list and that all staff involved are exerting all possible efforts to alleviate the situation.

Commenting that referrals to clinics may not always provide the required assistance, B. Wallace felt that more resources in the educational field remain as the best solution to this problem.

To the motion, **CARRIED**.

J. Bishop thanked K. Short for the informative report.

8. Anaphylaxis Policy

M. Botting provided an overview and then introduced Dr. Janice Tomlinson, Principal of Glenwood School and Chair of the Anaphylaxis Policy Committee.

J. Tomlinson commended the efforts of the committee members in reviewing the policy and introduced the following members who were in attendance: H. Bullock, trustee representative to the committee, Gary Moncur (Principal of Memorial School – County), Erin-Blythe Reddie (Principal of Sir Wilfrid Laurier School) and Marilyn Stewart (Principal of Lisgar School).

J. Tomlinson noted that the committee has developed a policy which can be used by all schools, i.e. this policy deals with all possible allergens. Stating further that the school anaphylactic management plan is intended to minimize exposure to allergens and ensure rapid response to specific cases in the schools, J. Tomlinson emphasized that this policy is basically intended to make schools allergen safe but there cannot be a totally allergen-free environment.

It was moved by B. Wallace: That the draft Anaphylaxis Policy be referred to the Joint Advisory Committee.

Responding to a question, J. Tomlinson confirmed that there are a variety of strategies in place in ensuring the safety of students with specific allergic reactions (e.g. those with peanut allergy): provision of special classrooms/lunchrooms, thorough handwashing/cleaning of the environment, closer monitoring of these students. She emphasized the significance of co-operation from the parents and other individuals involved on this sensitive issue.

To the motion, **CARRIED.**

The Chair thanked J. Tomlinson and the rest of the Anaphylaxis Policy Committee for their efforts.

9. The IDEAs Programme: Year One Assessment Report

K. Croxall introduced the report and then called on Deanna Behnke-Cook, IDEAs Programme Co-ordinator, who reviewed the details of the document. She highlighted the positive response received and anticipation of more "good things" to happen for the second year of this program.

Expressing her appreciation for the report,

It was moved by E. Johnstone: That the Year One Assessment Report be received for information.

K. Croxall clarified for L. Orban that several factors should be considered in looking at this program for credit granting purposes in some senior classes. She affirmed further that community service may qualify but this starts at Grade 9 this year.

To the motion, **CARRIED.**

J. Bishop expressed the Committee's appreciation for the enormous efforts in this area.

10. Alternative Education Preliminary Report

K. Waters drew attention to the laydown "Alternative Education Preliminary Report" (see attached) and apologized for the oversight in not including this with the agenda package.

It was moved by B. Wallace: That the Alternative Education Preliminary Report be received for information.

CARRIED.

(b) It was moved by E. Johnstone: That the Board approve the creation of an Alternative Education Review Committee as described below. This Committee shall consider the Alternative Education Preliminary Report in its deliberations. The Committee shall make a report to the Board by the end of March 2000 with its final recommendations regarding the delivery of alternative education.

Composition of the Alternative Education Review Committee:

Superintendent of Education (Chair)

School Council Representative (2)

Student Representative (2)

Secondary Administrator (2)

Elementary Administrator (1)

Secondary Alternative Education Teacher (2)
Secondary Regular Classroom Teacher (1)
Elementary Alternative Education Teacher (1)
Social Work Department Member (1)
Section 19 Administrator (1)
Special Education Department Member (1)

E. Johnstone expressed her wish to add two trustee representatives to this committee.

J. Bishop suggested the addition of two representatives from the Hamilton Council of Home and School Associations.

Although agreeing to accommodate the request for additional representation to the Alternative Education Review Committee, K. Waters noted the intent to keep this committee small in order to be manageable.

B. Wallace commented that this committee is basically a work group and, unlike a policy review committee, considerable input from various groups may not be required. As well, some of these groups may not wish to be involved with this undertaking. If the Committee concurs with the proposed additional representation to the committee, B. Wallace suggested the motion should reflect "up to two" for the trustee and Home and School representatives.

K Waters advised L. Orban that based on recent information, the nature of students accessing this program has changed from ten to fifteen years ago. He affirmed that the mandate of the committee will focus on meeting the needs of these students.

After some discussion, E. Johnstone agreed to incorporate the following amendments to her motion:

Trustees (up to 2)
Hamilton Council of Home and School Associations (up to 2)

To the motion, as amended, **CARRIED**.

11. Gifted Review Committee Report

In providing an overview of the report, M. Botting stated that this committee emerged from the Special Education Transition Committee. One of the unfinished tasks was addressing the questions and concerns around the gifted programming, particularly the area on screening. She noted Executive Council's support for board-wide screening at Grade 4 level.

The following presenters/members of the Gifted Review Committee were introduced: Cynthia Wilkinson, Psychoeducational Consultant, Beverly Shepard, Association for Bright Children (ABC) representative, Chuck Taylor, Principal of Dalewood School and Dr. Kathy Short, Acting Supervisor for Psychological Services.

B. Shepard advised that the committee's concerns were mainly focused on the implications of delaying the screening until Grade 4 and the issue of school structures for the gifted program (Recommendation 4 – D. Recommendations for Elementary Placement Options, page 11-4 of the report). Gauging from the debate at the last SEAC meeting, B. Shepard confirmed for B. Wallace that the members were strongly in opposition to the proposed timing for the screening of gifted students.

Drawing attention to the many merits of the report, particularly for gifted and self-contained programming, J. Bishop endorsed an objective screening at an early age. She was particularly concerned with the implications for accommodation of the recommendation relating to offering the program in appropriate geographical locations given the current school locations and its impact on feeder and JK to Grade 8 schools across the system.

Further clarifications were provided as follows in reaction to numerous questions from the members:

- ⇒ Research findings and the Board's previous experience have indicated the Otis-Lennon testing as a classic and most reliable screening tool to this date.
- ⇒ In terms of the proposed screening at Grade 4 level, research has proven that screening at a later age provides an objective and better measurement of student achievement.
- ⇒ Several neighbouring school boards have been testing their students at Grade 4 level.
- ⇒ An informal survey of the school system indicates support for Grade 4 screening.
- ⇒ The on-going accommodation review will have definite impact on the geographical location issue for the gifted programming.
- ⇒ Input from parents will play a key role in looking at the delivery model for gifted and other special programming across the system. There are many parents who do not support a special environment for their children; a gifted program for all gifted students but not a special class may be their preference. Several key factors (e.g. Identification, Placement and Review Committee (IPRC) process, Individual Education Plan (IEP), parents' input/options and resources available in the schools) need to be considered closely in order to provide the very best programming for these students.

B. Wallace concurred with the contention of some members that screening at Grade 3 is working so why the need to change. He pointed out that the student assessment process in place has been conducted well with only minimal concerns identified to date.

Noting that the recommended action from administration was to receive the report for information, B. Wallace felt that the discussion was leading to the approval of the recommendations outlined in the document. In spite of his concerns with the proposed change to the timing of the gifted screening,

It was moved by B. Wallace: That the Gifted Review Committee Report be approved.

To the motion, **LOST, 2 IN FAVOUR, 2 OPPOSED.**

The Chair thanked the presenters and the whole Gifted Review Committee for their efforts and contributions in the development of the extensive report.

12. Report of the Special Education Advisory Committee

Noting there was no action taken on the preceding Gifted Review Committee Report,

It was moved by B. Wallace: That the following Report of the Special Education Advisory Committee dated October 27, 1999 be received for information:

(a) Report of the Gifted Committee

It was moved by B. Shepard: That SEAC pass this report to the Board expressing concern over the timing of the screening (moving the screening from grade 3 to grade 4) and concern over the appropriateness of the screening for students with multiple exceptionalities.

CARRIED.

13. School Council Policy Committee

C. Reid presented the report.

It was moved by E. Johnstone: That a School Council Policy Committee be established to review policies and procedures currently in use across The Hamilton-Wentworth District School Board and to develop a new policy and procedures for use across the District.

In reaction to questions, C. Reid assured the members that the issue of school councils, their role and the selection process for representatives to this group will be reviewed closely by this committee.

To the motion, **CARRIED.**

14. Staff Development Policy

It was moved by J. Rogers: That the draft Staff Development Policy be approved as presented.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board to improve student performance and system effectiveness by facilitating the continuous growth of its employees through a comprehensive program of Staff Development within the framework of system beliefs and goals.

CARRIED.

15. Pre-Employment Screening Policy

It was moved by B. Wallace: That the draft Pre-Employment Screening Policy be approved as presented.

Policy Statement:

It is the policy of The Hamilton-Wentworth District School Board to ensure that all prospective employees will be screened prior to being hired and commencing work.

CARRIED.

16. Staffing Report – Full-Time Equivalent Positions

D. Russon presented the report, noting a total increase of 24 FTE positions: (a) 22 for the Teacher Assistants line and (b) 2 for Staff on Loan (recoverable) – this will come from the teacher federation and ABC Corporation.

Responding to a question on elementary staffing, D. Russon explained that the September staffing was based on 1450 minutes of instructional time per week which resulted in reduced staffing for elementary teachers.

K. Bain stated that the total number of elementary teachers has decreased in spite of additional Junior Kindergarten programs because there were reductions in other areas, e.g. English as a Second Language and Learning Resource teachers.

D. Grant confirmed that the October 31, 1999 Enrolment Summary and Class Size reports are forthcoming to the appropriate committee as soon as the required information become available.

It was moved by J. Rogers: That the October 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

CARRIED.

17. Request from The Garden Club of Hamilton

It was moved by B. Wallace: That the request of the Garden Club of Hamilton regarding their 50th Anniversary Flower Show be referred to the officials to finalize the details.

CARRIED.

18. Trustee Representation - Literacy Guidelines Committee

Stating this will be a consultation committee to review literacy guidelines, K. Croxall indicated that one or two meetings may be scheduled this month and another two in early February or March 2000.

It was moved by B. Wallace: That Judith Bishop be the trustee representative to the Literacy Guidelines Committee.

CARRIED.

19. Allocation and Role of Learning Resource Teachers – L. Orban

Emphasizing the significant role they play in the classroom, L. Orban observed that there are a variety of ways on how these teachers are allocated/assigned (e.g. some are "resident teachers" in the school while others are consultants). She requested that the Board be apprised of the situation, particularly on the allocation strategies and role of these teachers and the delivery of this program.

M. Botting indicated that the role and job description of these teachers are currently being reviewed and require further refinements. Confirming that the present practice is allocating this staff based on student population, M. Botting advised further that the Principal Advisory Committee has already met and will continue to look into developing the allocation criteria, working in co-ordination with K. Bain in terms of staffing.

The members were assured that the requested information will be brought to the Board as soon as available.

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

Public Questions for Clarification

Nil.

Adjournment

It was moved by B. Wallace: That the meeting be adjourned, this being done at 10:00 p.m.

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att.

ALTERNATIVE EDUCATION PRELIMINARY REPORT

With gratitude the contribution of the following committee members is recognized:

Barb McSkimming, Program Leader
David McIssac, Principal
Malcolm Powell, Supervisor, Social Work
Marg McGill, Vice-Principal
Anne Hobbs, Teacher
Tim Kaye, Social Worker

Bobbi Pentland, Program Leader
Rob McGall, Principal
Michelle Bates, Social Worker
Peg Kelly, Teacher
Barry Morlog, Principal
Warren Trimble, Teacher

Who are the at risk students?

The label "at risk" has the potential to stigmatize students and inadvertently make some of their problems worse. The term also nourishes the perception of individual culpability and tends to isolate the problem with the students and their families.

Educational research indicates that a number of personal, social and academic factors place students at risk. However, at risk students do not necessarily conform to stereotypes. There are complex reasons for disengagement from schools. Although labels for student characteristics can be helpful to educators in deciding how best to serve the needs of students, they do not explain the nature of the interaction between at risk students and the school that plays a crucial role in an individual's decision to drop out.

The three general causes of dropping out of school cited by research are as follows:

- a) includes social and background factors such as low socioeconomic status, single-parent home, low parental support, family crises, community stress/conflict, family mobility, minority race or ethnicity, and limited experience in the dominant culture
- b) personal problems that are generally independent of social class and family background. Included in this list are mental and/or physical health problems, low aspirations and self-esteem, alienation, rejection of authority, substance abuse, legal problems, trauma from divorce or death in the family, sexual orientation, and pregnancy
- c) school factors such as retention in grade, course failure, passivity and/or boredom, truancy, suspension, and other disciplinary problems

These three sets of factors are interrelated and interact in complex ways and they affect students differently. These various circumstances and conditions that place students at risk are far from accurate predictors of poor educational performance. All children from single parent households do not lag behind academically. Multiple lines of evidence show that at risk factors may produce no long lasting damage when alone, but may produce significant harm when combined (Schorr, 1989).

Although the above characteristics are less than perfect in predicting **individual** educational performance, they are consistently related to lower levels of **group** achievement and attainment.

Certainly, students who exhibit two or more characteristics have a greater likelihood of poor academic performance or withdrawal from school. At the same time, however, many students may experience or exhibit one or more of the characteristics without experiencing school failure. Some students, then, are vulnerable while others are more resilient to the circumstances and conditions that place them at risk.

Research clearly demonstrates that early school leavers have more trouble finding well-paid, life-long employment and a harder time obtaining further education and training. Early school leavers tend to have higher unemployment rates. Higher unemployment is associated with low self-esteem, higher mortality rates, higher number of suicides and increased numbers of admission to psychiatric facilities (Gage, 1990).

The economic cost of allowing 11,000 youth to leave school before graduating over the next 20 years could be \$23 billion in lost income and productivity, \$9.9 billion in foregone tax revenues and \$1.4 billion in additional unemployment and welfare payments (Canadian Council of Social Development, 1991)

Alternative Education Programming

Addressing the diverse needs of at risk students is complex. Simply transplanting successful educational models or strategies from other jurisdictions may not work. Meaningful insights and research results may be extrapolated from other sites. In the final analysis, however, strategies must be locally crafted in a manner that is compatible with the unique needs of the students and the community served by the schools.

Raywid (1995) developed a typology for alternative programs. They are as follows:

Type 1

These type of programs are the ideological progeny of the early 1960s programs that aimed at making school engaging, challenging and fulfilling for both students and teachers. Early Type 1 alternative programs have created a number of innovative programs and arrangements that are now viewed as improvement measures appropriate for all schools. Type 1 programs typically reflect organizational, administrative and programmatic departures from the traditional.

Type 2

Type 2 alternative programs are those to which students are often sent just prior to expulsion. They are assumed to be temporary measures for at risk students. Some type of behaviour modification is involved. There is generally no attempt made to modify curriculum or pedagogy. This type of a program may involve a basics-oriented curriculum that emphasizes factual knowledge and elementary skills.

Type 3

These programs are more positive and compassionate in orientation. They are designed for students who are presumed to need extra help, remediation or rehabilitation at an academic, social, or emotional level. The assumption is that, after sufficient treatment, successful students will be able to return to regular secondary institutions. The

focus is often on remedial work with high structure tasks while providing support for students to grow socially and emotionally.

An important difference among these three types of alternatives relates to the underlying assumption about what needs to be changed - the program or the student. Type 1 programs assume that by changing the school's program and environment one can change the behaviour, performance and achievement associated with it. Type 2 and 3 alternatives assume that some students are not successful because of emotional or intellectual problems.. These assumptions shape the programs.

The record of Type 2 programs suggests that they often serve no purpose other than ridding conventional classrooms of disruptive students. The record of type 3 programs is stronger. These alternatives are based on the assumption that students can be helped to succeed in conventional schools. The programs tend to stress personal-emotional development, re-education and academic remediation. The environments they provide are typically supportive, with positive student-adult relationships and considerable amounts of individual attention in small-scale settings (Raywid, 1995). Told and Mann (1984) report increased attendance and fewer disciplinary incidents, as well as academic gains in terms of credit accumulation and/or knowledge and skills acquired.

Research conducted by Wehlage et al (1989) determined that conventional schooling seems to be successful with many youth, but is problematic for students who are at risk. Most regular schools assume that all students can make sense of a complex and mainly fragmented range of academic courses and can make some kind of link between what happens in school and outside school. In some schools there is a tacit assumption that students can keep their academic performance separate from the pressures of outside influences or life circumstances.

The diversity that exists among at risk students demands a corresponding variety of intervention strategies. Schools need to ensure that they develop innovative ways to meet the needs of their students.

Two impediments to learning that exist for all students but that particularly affect at risk youth within the context of many high schools are:

- the perceived lack of relevance of school work that is not directly linked to valued goals in students' lives
- a dominant learning process that is often abstract, verbal, passive, competitive and controlled by others

Although attention to diversity is critical, it is important to recognize that all adolescents share common needs and goals that most schools traditionally have made efforts to address. These include the need to acquire a personal sense of confidence and success, to develop a sense of identity and social integration and to acquire the socially useful knowledge and skills that make an individual a good worker, parent and citizen.

Wehlage et al (1989) research lead them to conclude that in order to succeed with at risk students, alternative programs need to be communities of support. Such communities are those with which students want to be affiliated and where they are truly educationally engaged.

Research by Raywid (1982) determined that successful alternative programs identified the interpersonal relationships fostered by the program climate as their most distinctive characteristic. Programs regarded these relationships as more critical than instructional strategies. Successful alternative programs made great efforts to individualize and personalize classroom practices, including the pace at which students could work, the content of the curriculum and the assignments they were asked to complete.

In fact, effective alternative programs were characterized by a high level of instructional creativity, where the emphasis was placed on making the curriculum compelling and challenging, as well as responsive to the needs and interests of students. The curriculum in these successful programs often involved more experiential learning and field-based practica. The educational goals went beyond traditional academic goals to include the emotional and social development of the students.

Combined with their emphasis on emotional support, successful programs for at risk students attended to the more difficult task of helping students to take charge of their own learning and personal lives.

The privileged nature of the relationship between teachers and students was another critical component of a successful alternative program. Broader role definitions for teachers as advisors, friends, mentors and advocates were key to the success of alternative programs because these various roles enabled the teachers to interact with the students at multiple levels.

In order to reach these at risk students schools must make a major effort to "re-engage" those who have become alienated. Reversing alienation begins with the creation of a positive social bond between teachers and students and positive educational experiences.

Wehlage (1984) contended that the most significant issue facing educators was to develop a concept of programming that was attractive enough to captivate the at risk student but also was effective in nurturing their learning potential and development.

Traditional educational delivery systems are effective with the majority of students. However, students with learning styles antithetical to the traditional educational programs and teaching strategies are likely to experience lower achievement.

Viable educational alternatives are needed in those situations where traditional educational programs, teaching methods or instructional materials are ineffective with substantial numbers of students within a system.

CASE STUDIES

The following four case studies were developed to demonstrate the range of students presently involved in the alternative education programs within the Board. They represent no particular student but are intended to demonstrate the range, the complexity and the level of need of the students involved in the programs.

SEAN

Sean is a student of above average intelligence. He was very successful during the elementary years of his education. However, since entering secondary school, he has been experiencing difficulties both academically and socially. These problems are so severe that he is at risk of dropping out of school.

As a learner, Sean is a risk-taker, strongly right-brained and is most successful when learning emphasis is on tactile-kinesthetic experiences. He has difficulty meeting timelines and sitting still for any length of time. In addition, his relationships with his teachers are critical to his motivation to work.

Sean works diligently on what interests him but neglects that which doesn't. As a result, he frequently is sent to the office because he is unprepared for class, not working or disrupting the learning of others. Classes where there is choice in the ways learning is demonstrated and where he is able to create his own structure work best for him.

Socially, Sean does not fit with the "norm". He is a loner with unique tastes in his dress. He likes being different but is unhappy when he is not accepted by his peers because of these differences.

KIM

Kim is a fifteen year old student with average ability. She graduated from grade eight with barely passing marks and an attendance record showing 45 days missed. Her family and personal history has been marked by trauma and dysfunction. Her mother is a single parent and her biological father left the family when she was four. She has one full brother who is thirteen (also experiencing problems in grade seven) and two half siblings aged three and six. Her mother is struggling financially to support the family on social assistance and is now attempting to complete her education through night school.

While in elementary school Kim's attendance was irregular due to poor health and staying at home to babysit or help mom with her younger siblings. When Kim was in grade eight her grandmother died of cancer. Kim and her family have had some involvement with CAS and other community helping agencies but the support has been inconsistent.

ANDREA

Andrea is a 16 year old student with a long history of emotional concerns who as been in treatment for the past two years. She has been diagnosed with clinical depression and has attempted suicide several times. She is overly sensitive, prone to anxiety and extremely self-conscious. This has resulted in eating disorders, poor sleeping patterns and school phobia.

During elementary school, Andrea has been a consistent high achiever. However, during her first year of secondary school Andrea stopped attending when the pressures of achieving and fitting in socially became too overwhelming. Her depression, eating disorders and anxiety resulted in her first attempt at suicide. Through her doctor she has been referred for treatment through Chedoke/McMaster's Child and Adolescent program. Her treatment took place at Cornerstone where she received individual and group therapy.

After nearly two years of treatment she felt she would be able to go back to school but only for a partial timetable in an alternative program that would allow her to continue at Cornerstone and provide the support she needed to regain her self-confidence and reintegrate socially with peers.

PRESENT ALTERNATIVE EDUCATION PROGRAMS IN HWDSB

LAWRENCE/PHOENIX ALTERNATIVE PROGRAMS

Both the Lawrence and Phoenix Alternative Programs are secondary school alternative programs serving students in the Hamilton-Wentworth District School Board. They target those adolescents whose past performance indicates that they can achieve academic success, but whose recent results are unsatisfactory. Reasons for the lack of success may be linked to various personal, family, health and social concerns, resulting in low self esteem and a negative attitude toward school and life in general.

Client Group:

- capable, often above average ability
- in crisis, physically, emotionally, spiritually
- often from a family in crisis
- unable to cope in large group situations
- difficulties with organizational/time management skills

The admission dates are scheduled four times in the school calendar year. These dates are forwarded to each secondary school principal and student services head at the beginning of September. Alternative school intake dates coincide with the system-wide mid-semester and semester-end calendar. This allows students who have been admitted an opportunity to experience success in an alternative setting with minimal disruption.

All students must be referred by a home school. Usually the referral comes from the Principal, Vice-Principal or Students Services. A referral application is filled out with the parent/guardian and student and then forwarded to the program leaders along with the student's OSR.

Once referrals have been received at either program, students and parent/guardians are invited to an information session. If, after this session, those involved decide it may be an appropriate placement, a formal interview is scheduled.

The formal interview allows both the staff and student peers to ask questions of the candidate which helps clarify what the student needs may be and whether or not the program can meet these needs.

In the admission process, the student and staff outline expectations including attendance, progress, communication and participation. This agreement is signed by the student, parent/guardian and a staff member.

Full-time attendance is required. However, there is some flexibility in timetabling for students with extenuating circumstances, i.e., part-time work, involvement with outside social agencies, medical treatment/conditions, etc.

Each student is enrolled in a minimum of three courses at a time (two academic credits and one personal life management credit). Students work one on one with teachers in a self-paced manner. With completion of a minimum of 7% in each course per week, eight credits can be earned in one school year. Students can also fast-track by earning more than eight credits in a year.

The usual length of stay for an alternative student is two semesters. However, shorter or longer time frames may be negotiated during progress summary reviews held throughout the year. Parents are invited to these reviews which are integral to planning for the individual student.

Demission may occur at any time throughout the school year and is determined by the following:

- progress documented through weekly goal setting and evaluation
- consultation with students and/or parents/guardians regarding factors interfering with progress

Weekly interviews occur for each student involving their teachers and an advisor. Progress, attendance and any factors influencing success may be discussed or reviewed during this consultative process. New goals (both academic and personal) are set for the upcoming week.

Each program is assigned a social worker who is available for consultation with students and/or parents/guardians. Home visits can be arranged.

There are three full time teachers and a program leader assigned to the Lawrence Program. This program has a student capacity of 60. There are 2 full time teachers and a program leader assigned to the Phoenix Program. This program has a student capacity of 40.

JACKSON HIGH

Jackson High is an alternative education facility which provides individuals with the opportunity to initiate, continue or complete their high school education.

It provides a venue for high school age students to complete junior credits that they have not been able to achieve in a regular school setting. It provides students who have been released from custody or from psychiatric facilities a transitional step to being accepted in a regular high school.

Jackson High is located in a downtown shopping mall in order to create a clear connection with the surrounding community. This has created a number of outreach and partnership opportunities, including local social service organizations, Employment Insurance recipients, local goodwill associations, Lloyd D. Jackson Mall, the Adult Basic Education Association and Briarwood Adult Education Centre.

The location of the program may be more important than its structure. The mall location provides a non-threatening environment where students can achieve their credits without the distractions of a regular high school environment. It does not have any of the high school "cues" that may have prevented success in the past because it is not a school setting.

Jackson High is currently in its fourth year of operation and has changed considerably from its original design in terms of structure, content and intake. The Program is comprised of four terms, two terms for each semester. During each of these terms, students take two courses and achieve one credit from each course. The program offers courses in mathematics, English, life skills, history, science and computers.

For a program of this nature, a rigid structure would not meet the needs of the students, many of whom left composite schools because they found them to be "too structured". However, the program has found a balance in its flexibility. While the time table of classes is set and rigid, the courses being taught in each classroom are more diverse.

There are clearly defined expectations and responsibilities for both students and teachers, regarding conduct, work ethic, freedoms, activities, attendance, interaction, appropriateness, etc. In addition to the expectations, there are also very clearly defined consequences that match the inappropriate actions.

Jackson High currently has five full time teachers.

TRY PROGRAM

The TRY (Take Responsibility for Yourself) program is located at Waterdown District High School. It was developed to meet the needs of students in grades 9-12 experiencing serious academic failure, exhibiting poor attendance and non-compliance with school behaviour policy. The TRY program offers students an opportunity to built self-esteem, connect with other students in a meaningful way, experience academic success and develop skills for coping in the mainstream school. The central aim is to develop the student's sense of self-responsibility.

All students in the program participate in a course which teaches interpersonal and relating skills such as respect, empathy, listening, win/win conflict resolution, self-discipline, expressing feelings and developing healthy self-esteem. These skills empower the student to find academic success in the mainstream.

Students gain entry into the program according to the following criteria:

- a history of academic failure - the student will have failed 3 or more courses in the previous semester or 5 or more in the previous year

and/or

- absence from school in excess of 15 days per semester

and/or

- frequent disciplinary contact with school officials

Students in the TRY program participate in alternative education in the morning and attend mainstream school classes in the afternoon.

All students take a credit course in Human Relations and Communication. The course is co-lead by the program teacher and the social worker. This course is the foundation on which student success and personal changes are built. The students also complete credits in which they achieved a mark of 40-49 in the previous semesters. Students complete new credits using Independent Learning Centre materials. The learning is self-paced and individual. While each student must complete a minimum of one lesson per week, many work ahead and complete three to four lessons per week. Students can earn more than one credit during this period.


The most common exit from this program is graduation. After two semesters in TRY a student will take 3 mainstream courses and one ILC course in TRY. By the fourth semester, a student is usually taking a full course load in the mainstream program.

Some students take TRY for three semesters in the morning and do co-op placements in the afternoon. These students often make a transition to the workplace.

This program is staffed with a 0.66 f.t.e. teacher and social work support. The student capacity for this program is 36 students.

SUPER

The SUPER (Students Uniquely Prepared by Experience and Responsibility) program is an off-campus secondary alternative education program serving students of Orchard Park Secondary School. Students, aged 14-18, have a history of failed credits and working below their academic potential, skipping or non-attendance, conflict with peers and teachers, and difficulty fitting into or adjusting to a large high school environment. Individually they may be struggling with interpersonal and/or familial stressors.




SUPER students attend school Monday - Thursday from 9:00 a.m. to 2:30 p.m.. They work independently on Independent Learning Centre courses. Students also attend two group sessions per week for credit. Students can either attend the SUPER centre full-time or part-time between the centre and OPSS. A small number of students are on homestudy and come to the centre weekly to hand in their work.

Prospective students apply to enter the program. Following an intake meeting with the program teacher and social worker, their suitability is determined. The SUPER program makes use of goals and contracts to assist students in progressing. A student can choose to leave the program or they can be asked to leave if he/she would be better served elsewhere or if they are not using the program in a beneficial manner.

There is a full-time teacher and educational assistant assigned to the program. There is also a social worker for two half days per week. The student load for the program is 14 students in class and 10 on home study.

STAR PROGRAM



The STAR (Secondary Transition At Risk) program is offered at Glendale Secondary School.. The target group are students trying to re-enter mainstream education, older students with a low credit count, students with partially complete credits, students who have a late entry date that prevents regular programming and students who are on contract.

This program is not intended to meet the needs of students who have social or emotional problems, special needs students who require extensive support or students who cannot work independently.

The criteria for success is "Are they making progress on credits?". Staying in the program or moving to part or full-time regular programming is tied to productivity. The goal is to get students back on track.

Students can be enrolled in the Independent Learning Centre program half-days, full-days or part ILC/part regular day school. Some accommodation is made for students in special circumstances (flex hours, alternate days, drop off work, etc) Students can access the program through an interview with the school administration and the program leader.

The Glendale STAR program is a school-based program that is supported through the regular allocation of staff and resources given to the school. The program is credit granting and carries its weight in terms of PTR. It has been a struggle to do this with no additional support i.e., EA assistance, supply money for learning guides, etc.

GET PROGRAM



The GET (Get Everything Together) program is offered at Ancaster High School. Its program goal is to assist at-risk students 14-18 years of age to become better educated

and socially responsible. It is the intention of this program to assist students to achieve in the following areas:

Personal

- build positive self-esteem
- handle personal crises
- develop skills in bonding to school, home and community
- develop accountability and responsibility to self and others
- develop short and long term goals
- promote feelings of personal success

School

- improve attendance
- improve work habits
- improve academic and/or prepare for gainful employment
- integrate fully into mainstream
- decrease disciplinary contact with office

Societal

- build social skills
- build citizenship skills
- develop employment skills

At-risk students are referred by a school staff committee i.e, Principal, Vice-principals, school social worker, school nurse, guidance and resource teachers, and program leader

Following are examples of some reasons that might be the basis for a referral:

- failing two or more courses
- poor attendance
- problems socially and academically
- evidence of low self-esteem
- inability to handle personal crises
- expressed desire to "drop out"
- frequent discipline problems

Once a student has been enrolled in the GET program the intervening strategies would include:

- assessment of needs
- interview with GET staff, parents/guardians and student
- implementation and delivery of selected programs
 - a) minimum of 1 mainstream class

- b) complete-a-credit (option)
 - c) compulsory daily 1st period life skills course
- regular parental contact and follow-up by program teacher and social worker

The staff in the GET program utilizes a wide variety of strategies in order to meet the identified needs of the students involved in the program. They include the following:

- early identification and intervention
- regular contact with parents, classroom teachers and guidance counselors
- flexible curriculum deliver and use of resources i.e. complete-a-credit and coo-op placement
- a positive and flexible environment
- small classes
- teaching to individual learning styles
- experiential learning'
- commitment of staff, students and parents/guardians
- crisis intervention
- peer tutoring
- peer counseling
- mentoring
- co-operative learning strategies
- job shadowing
- focus on bonding skills
- a team approach to learning and problem-solving based on choice/change and consequences

The desired outcomes of the GET program are as follows:

- social, personal and academic growth
- integration into mainstream
- acquisition of graduation diploma
- post secondary education/job placement

This program requires 5 teaching lines (0.83 f.t.e of a teacher) for each semester. There is also a full-time educational assistant attached to the program. In addition, there is a social worker attached to the program for the equivalent of two periods per week.

SALEP

SALEP (Supervised Alternative Learning for Excused Pupils) is an legislated program that allows 14 and 15-year-old students to be legally excused from school in order to

work. The Hamilton-Wentworth District School Board opened the SALE Centre at Crestwood in 1993.

With the help of the school Social Worker and support of the school, parents make a written application to the program and permission to participate is granted by the SALEP Committee. This Committee meets twice a month to consider new applications.

There are 1.5 f.t.e. teachers and a social worker in the program. They are assisted by two job coaches funded by HRDC. A Public Health nurse visits the Centre once every two weeks. Volunteers from community colleges, high schools and universities also help in the program as co-op placements.

The Students attend 4 half days per week.

The program for the students is individualized to include the following options:

- paid employment (full or part-time during school hours)
- volunteer work (full or part-time during school hours)
- co-operative education course
- job shadow or work experience programs
- Day In the Life Program (one day work experience with employer)
- Job readiness/Life Skills program
- Job search
- Attendance at regular school - part-time
- Continuing studies for credit

While at the Centre, students attend guest presentations, visit community programs and participate in formal/informal counseling with the social worker.

SALEP Centre students have the opportunity to return to school. For those who choose to remain out of school the Job Readiness and Work Experience programs provide assistance with the necessary skills for successful employment.

CHAMPS

CHAMPS Program (Canterbury Hills Alternative Model Program for Students) is an alternative intermediate school program. It serves students who have behavioural, emotional, and social issues that interfere with their learning in a regular classroom setting. It is located in a camp-like setting at Canterbury Hills Conference Centre in Ancaster. The program is affiliated with Queen's Rangers School and is supervised by its principal.

The program address the following areas: social and interpersonal skills, functional academics and remediation, self-management and employability skills.

The program attempts to heighten student self-concept by assisting students to demonstrate improvement in the following learning areas:

- peer-related skills - listening, making and keeping friends, conflict resolution, expressing anger, being left out, coping with aggression, etc.
- adult-related skills - following classroom rules, appropriately disagreeing with adults, getting adults' attention, etc.
- self-related skills - being organized, using self-control, coping with being upset or depressed, accepting the consequences of your choices, etc.
- academics that are relevant to the student who is soon to enter the community, eg. Basic reading, computation, and study skills, strategy training to enable students to know when to apply skills and meet the demands of academic, occupational and social environments, etc.
- independent living skills - hygiene, nutrition, sex education, money management, comparative shopping, knowledge of community resources, etc.
- employability skills - communicating with others, adapting to changes, accepting feedback, asking for help. Whenever possible students will be placed in job shadow placements, asking for help, etc.

To be considered for the program students must meet the following criteria:

- grade 7/8 age appropriate
- behaviour is impeding learning
- student is willing to change behaviour
- need for alternative setting
- documented evidence that the problem is long standing
- school has documented that all resources have been exhausted
- generally functioning at a grade 5 level or above
- compatibility with existing group

There is a student capacity of 10 students for this program. It is staffed with a teacher, a youth worker and an educational assistant. There is also social worker support.

ACES

ACES (Alternative Concepts for Elementary Students) is an alternative program for adolescent students 12-14 years old whose performance in the past indicates they are capable of academic success but whose recent results are unsatisfactory. Primary reasons for this lack of success are:

- chronic absenteeism
- poor organizational skills
- personal, family or social concerns
- low self-esteem, motivation and self-confidence
- negative attitude toward school
- inability to cope with rotary and large class sizes
- inability to concentrate on lessons

Upon entry into ACES, a pupil plan is developed by the teacher based on the information gained through the admission process. Student learning in relation to the individual plan is monitored and shared regularly by the staff with the students, parents/guardians and representatives from the home school. The student is identified for possible reintegration through discussion of the pupil's progress through the pupil plan where reintegration is seen as the next step in the plan by staff or parents/guardians for the following reasons:

- a) pupil progress to the point where reintegration into the regular school stream seems appropriate, or
- b) lack of progress to the point where another educational environment is deemed more appropriate. The student will return to the home school at this time.

In order to be considered for admission to this program the following criteria must be met:

- a) home school had made adequate attempts to meet the needs of the student
- b) student is "at risk" of successfully completing his/her education
 - i) chronic absenteeism
 - ii) repeated one or more years
 - iii) social, emotional well-being of concern
 - iv) low self-esteem
- c) the alternative program is not intended to meet the needs of students who have been identified with learning exceptionalities, particularly those with severe behavioural problems
- d) parents and student have attended an information session at ACES
- e) during the interview the student exhibits a positive attitude towards the ACES program and the parent demonstrates a willingness to support the program expectations if the child is accepted
- f) parent and child must sign "student contract"

There is a total of 4 full time teachers for this program. There is 0.3 f.t.e. social work support attached to the program.

ISSUES FOR FURTHER CONSIDERATION

Two major changes have occurred which will have an impact upon the future of alternative education in the future. They are the amalgamation of the two predecessors boards and the imposition of an educational funding model which is highly prescriptive in nature.

There needs to be a rationalization of existing programs. A review must be conducted to determine what is and what should be in the realm of alternative education within this Board.

The funding model has raised major issues regarding support for existing alternative education programs..

Following is a list of some of the issues that this committee recommends more in depth consideration and direction:

- a) accessibility of alternative education programs across the District - transportation and location
- b) staffing levels - teachers
- c) availability of alternative programs at school level
- d) funding of existing programs
- e) levels of support for existing programs - educational assistants, social workers, etc.
- f) continuity of alternative education programs for students
- g) entry and exit criteria for alternative education programs
- h) range of alternative education programs

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behaviour issues

ACTION ITEMS

EDUCATION COMMITTEE
1999 12 02

#5

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution
by the Director

Signature:

M. Matier

Date:

Nov 24/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education
Joanne Languay, Ontario Curriculum Consultant, EQAO Contact

Date: November 23, 1999

Subjects: Release of Board and School 1999 EQAO Grade 3 and Grade 6 Assessment Results

Recommendation:

Moved by _____ that the Board Report regarding the Board and School Results of the 1999 EQAO Grade 3 and Grade 6 Assessment of Reading, Writing and Mathematics be received for information.

Recommendation:

Moved by _____ that an EQAO System Action Plan Committee be approved with the following members:

- 3 Superintendents of Education
- Ontario Curriculum Team
- 3 Elementary Administrators
- 3 Elementary Teachers
- 3 Trustees
- 3 School Council Representatives

to prepare an action plan for student improvement to be released to the public by March 12, 1999.

BACKGROUND

EQAO requires a two-phase reporting of assessment results.

1. *Board and School Results must be released to the public by December 1, 1999.*

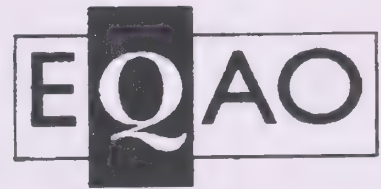
Results are to be reported within detailed contextual information about the HWDSB's and our schools' population and community, our programs and policies, and our teaching strategies so that our performance on the assessment can be interpreted in light of the unique challenges the Board and our schools face.

2. *Board and School Action Plans for improvement of student learning must be developed and released to the public by March 12, 2000.*

Parents, school council members, teachers, administrators, trustees and superintendents will be invited to help analyze the achievement and contextual data and to assist in preparing our board-wide plan for improvement that addresses strategies and directions to be implemented through a cycle of review, development and implementation. Principals and teachers, working with parents and school councils will prepare the school action plans.

Individual Grade 3 and Grade 6 reports were received by schools in September and were distributed to parents and students. School and board summaries of results were received the last week of October 1999, and the *EQAO Provincial Report on Achievement* was released October 29, 1999.

These results provide useful information for schools and the community for accountability and improvement within school contexts. The overall board results are contained in the report. The overall board summary pages compiled by EQAO make up Appendix A. Individual school summaries are in Appendix B.



**1999 EQAO Grade 3 and Grade 6 Assessment
of
READING, WRITING AND MATHEMATICS**

**Summary of Results
and
Initial Cursory Review**

BOARD REPORT



The Hamilton-Wentworth
District School Board

December 2, 1999

Prepared by:**The Ontario Curriculum Team**

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TABLE OF CONTENTS

Executive Summary of HWDSB EQAO Board Results and Recommendations	3
Introduction	5
Hamilton-Wentworth District School Board Profile	6
What We Learned about Hamilton-Wentworth Students and Schools	7
Overall Achievement in Reading, Writing, and Mathematics Tables	8
Mathematics:	
Grade 3	
♦ Grade 3 Overall Achievement in Mathematics	9
♦ Grade 3 Mathematics Achievement by Categories	11
♦ Grade 3 Mathematics Achievement by Strands	12
♦ Other Findings	13
Grade 6	
♦ Grade 6 Overall Achievement in Mathematics	14
♦ Grade 6 Mathematics Achievement by Categories	15
♦ Grade 6 Mathematics Achievement by Strands	16
♦ Other Findings	17
Initial Observations and Recommendations for the Board Action Plan: Mathematics	18
Reading:	
Grade 3	
♦ Grade 3 Overall Achievement in Reading	20
♦ Grade 3 Reading Achievement by Categories	22
♦ Other Findings	23
Grade 6	
♦ Grade 6 Overall Achievement in Reading	24
♦ Grade 6 Reading Achievement by Categories	25
♦ Other Findings	26
Initial Observations and Recommendations for the Board Action Plan: Reading	27
Writing:	
Grade 3	
♦ Grade 3 Overall Achievement in Writing	29
♦ Grade 3 Writing Achievement by Categories	31
♦ Other Findings	32
Grade 6	
♦ Grade 6 Overall Achievement in Writing	33
♦ Grade 6 Writing Achievement by Categories	35
♦ Other Findings	36
Initial Observations and Recommendations for the Board Action Plan: Writing	37
What We Learned about the Learning Environment in General	39
Appendix A: EQAO Board Summary Pages (Grade 3 and Grade 6)	
Appendix B: School Summary Reports (alphabetical by school name)	

Executive Summary of HWDSB EQAO Board Results and Recommendations

Hamilton-Wentworth District School Board

- In the Hamilton-Wentworth District School Board 4054 students in 96 schools participated in the grade 3 assessment and 3858 students in 58 schools participated in the grade 6 assessment in May 1999. The assessment is based on the Ontario Curriculum (Mathematics and Language) introduced in September 97.

Initial Observations

Grade 3

- There was a significant improvement in the grade 3 Mathematics results. Our results reflect those of the province.
- Reading and Writing results continue to be consistent with past results and provincial results.

Grade 6

- This is the first year of the grade 6 assessment. Our results are below the provincial results in Reading, Writing and Mathematics.

Special Education

- The percentage of students receiving Special Education support was consistent with the province.
- Students receiving Special Education support in Hamilton-Wentworth scored at levels consistent with students receiving Special Education support provincially.

ESL

- The percentage of students in an ESL program was consistent with the province.
- ESL students in Hamilton-Wentworth scored below ESL students provincially in all areas, particularly at the grade 6 level.

Gender

- Girls scored higher than boys in all areas at both Grade 3 and Grade 6. This is consistent with provincial results.

Use of Assessment Results

- "EQAO has publicly stated that results of large-scale assessments provide only partial evidence of achievement and that there are many other aspects that must be considered, including the differences between student populations, differences between communities, availability of special programs, community involvement, etc. Therefore, it is essential that the assessment results be reported within context. Because of the comprehensive nature of the data, ranking is misleading and is not consistent with the well-being of Ontario students." (memo from Joan Green to Directors of Education 10-14-99)
- When reading individual school reports contained in Appendix B, it is important to look not just at the numbers and scores, but at the contextual information contained there as well, as that information provides background to help understand the scores.

Board and School Action Plans

- Parents, school council members, principals, teachers, trustees, consultants and superintendents will be invited to help analyze the achievement and contextual data and to assist in preparing a board-wide plan for improvement that addresses strategies/directions to be implemented through a cycle of review, development and implementation. Principals and teachers, working with parents, and school councils will prepare the school action plans.

Recommendations

- There are recommendations for mathematics, reading and writing for both Grade 3 and Grade 6. They are based on patterns and trends in HWDSB results and are written to be considered by board personnel, teachers, administrators, parents and students. On the following page is a summary of the recommendations contained in this report.

General Recommendations

- That HWDSB personnel support teacher initiatives to improve instruction and assessment in reading, writing and mathematics.
- That it is particularly critical to continue to address the learning needs of students in ESL programs when delivering programs.
- That HWDSB review their allocation of resources (human and material) to provide teachers with the support they require to implement the curriculum, assess student learning in their classrooms, and understand and use assessment results to review and improve program.
- That teachers refine their programs to promote growth in learning for the students performing at Levels 1 and 2 who may be at-risk and require modifications and/or accommodations.
- That teachers continue to take advantage of professional development opportunities (e.g., in-services, professional readings, sharing with colleagues etc.).
- That administrators continue to support and facilitate teachers with the implementation of all of the recommendations.
- That parents continue to assist their child(ren) with reading, writing and mathematics outside of the classroom.

Mathematics (Grades 3 and 6)

- That schools take an inventory of their resources, both text and manipulative, and ensure that current and approved textbooks and EQAO recommended manipulatives are available in the school for all grades.
- That teachers continue to encourage the use of manipulatives, calculators and information technology as tools to support mathematics instruction in the primary, junior and intermediate divisions.
- That teachers place a greater emphasis on using a variety of instructional/assessment strategies and resources to improve students' knowledge, understanding and application of mathematics skills.
- That teachers focus on teaching and assessing student learning in the mathematics categories *Communication of Required Knowledge* and *Problem Solving*, and the mathematics strands *Geometry and Spatial Sense* and *Measurement*, which follow the provincial pattern of being the weakest in both grades 3 and 6.
- That teachers in the junior and intermediate divisions reflect on instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all areas of mathematics.

Reading (Grades 3 and 6)

- That HWDSB personnel develop guidelines to assist teachers in selecting, designing and assessing reading programs.
- That teachers consider individual and gender differences by providing a variety of reading materials which reflect the interest of their students, and which promote reading both at home and at school.
- That teachers focus on teaching and assessing student learning in *Reasoning, Communication* and *Organization of Ideas* in the primary division.
- That teachers focus on teaching and assessing student learning in *Application of Language Conventions* and *Organization of Ideas*, and reflect on instructional and assessment strategies in all categories in the junior and intermediate division since HWDSB Grade 6 results are below provincial results in all areas of reading.
- That students increase the amount of reading done outside of the classroom.

Writing (Grades 3 and 6)

- That teachers provide opportunities for students to consolidate and apply their learning by focussing more strongly on writing tasks that have real world applications,
- That teachers focus on teaching and assessing student learning in *Reasoning, Communication* and *Organization of Ideas* in the primary division to improve comprehension.
- That teachers focus on teaching and assessing student learning in *Communication* and *Organization of Ideas*, and reflect on instructional and assessment strategies in all categories in the junior and intermediate divisions since HWDSB Grade 6 results are below provincial results in all areas of writing.
- That students increase the amount and variety of writing done outside the classroom.

INTRODUCTION

In May 1998, students in the Hamilton-Wentworth District School of Education schools participated in the EQAO Grade 3 and Grade 6 assessment. This involved 4054 grade 3 students in 215 classes in 96 schools and 3858 grade 6 students in 163 classes in 58 schools. The five-day grade 3 assessment called "*Change*" and grade 6 assessment called "*Perspectives*" were engaging assessment units that contained test items and assessment tasks which provided information about students' knowledge and applied skills. It also included student, teacher and home questionnaires addressing many of the factors that can have a bearing on student learning (e.g., *I am good at mathematics. I listen to my child read.*)

The EQAO Grade 3 and 6 assessments were designed to assess student achievement of the expectations in *The Ontario Curriculum* introduced in September 1997. It is important to recognize that students who participated in the grade 3 assessment did not benefit from the new curriculum in Grade 1, and students who participated in the grade 6 assessment did not benefit from the new curriculum in Grades 1 to 4. Student work was scored on a 4-level performance scale linked to the provincial expectations where Level 3 MEETS THE PROVINCIAL STANDARD, Level 1 FALLS MUCH BELOW THE PROVINCIAL STANDARD, Level 2 APPROACHES THE PROVINCIAL STANDARD, and Level 4 EXCEEDS THE PROVINCIAL STANDARD. Although Levels 3 and 4 meet or exceed the provincial standard, students performing at Level 2 are approaching that standard and may in fact be very close. The levels do not necessarily relate to a student being promoted to the next grade (e.g., a student achieving all Level 2 scores will not be held back a year).

The reading and mathematics components of the Grade 3 and Grade 6 assessments contain two types of questions: multiple-choice (where students choose one answer from several possible answers) and "performance" or open-ended (where students carry out activities and write answers in their own words). The two kinds of questions were marked separately. The multiple-choice answers were scored as correct or incorrect and totaled. The performance-based answers were scored by specially-trained teachers, who applied a four-level achievement scale in four categories for reading and writing and in four categories and five strands for mathematics. In order to determine an overall score in reading and mathematics, EQAO had to combine multiple-choice and performance scores. The writing portion of the assessment did not include a multiple-choice component. Key knowledge and skills within each subject were grouped into categories with performance indicators for each level. Descriptions of the categories, and strands are given in the enclosed charts.

NOTE:

- ⇒ EQAO reports assessment results in two ways: Method 1 (top number) expresses the number of students achieving at each level as a percentage of **all** students, including students who were exempted and for whom no data were collected. Method 2 (bottom number) expresses the number of students achieving at each level as a percentage of those students who **actually took part** in the assessment and produced work that could be scored.
- ⇒ For the purposes of this report, observations will refer to all students (Method 1) in HWDSB as this is EQAO's primary method of reporting since publicly funded schools are accountable for the achievement and progress of **all** students. It is important to also note the percentages for participating students (Method 2), as that percentage reflects only the students who actually took part in the assessment.

Exempted Students from Hamilton-Wentworth and Provincially

	Fully Exempted in All Subjects		Exempted in Reading		Exempted in Writing		Exempted in Mathematics	
Grade 3	Prov.	4%	Prov.	6%	Prov.	5%	Prov.	5%
	HWDSB 1999	5%	HWDSB 1999	7%	HWDSB 1999	6%	HWDSB 1999	5%
	HWDSB 1998	4%	HWDSB 1998	7%	HWDSB 1998	5%	HWDSB 1998	5%
Grade 6	Prov.	4%	Prov.	4%	Prov.	4%	Prov.	4%
	HWDSB 1999	4%	HWDSB 1999	5%	HWDSB 1999	5%	HWDSB 1999	4%

Exempted students included those students who, with parental permission, were unable to respond to the assessment instruments in any way or students who, in the opinion of the principal in consultation with the teacher and parent(s)/guardian(s), would be adversely affected by participating. Students could be exempted from the whole assessment (full exemption) or from one or more parts of the assessment (partial exemption). In Hamilton-Wentworth, the percentages of students exempted are consistent with provincial percentages.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROFILE

The Hamilton-Wentworth District School Board was formed by the January 1, 1998 amalgamation of the Board of Education for the City of Hamilton and The Wentworth County Board of Education, combining urban and rural communities. Situated at the west end of Lake Ontario, the HWDSB borders Brant, Haldimand, Halton, Lincoln, Waterloo and Wellington Counties. Hamilton is a midsize city with an economic base which is primarily heavy industry and which provides many commercial and public services for the area. Wentworth County physically surrounds Hamilton and encompasses the municipalities of Stoney Creek, Glanbrook, Ancaster, Dundas and Flamborough.

For operational purposes, our 116 elementary schools are grouped into 6 clusters - City East, City West, County East, County West, Mountain East and Mountain West. The schools have a variety of organizational structures: JK - 5, JK - 6, K - 5, K - 6, K - 8, JK - 8, K - 8, 6 - 8, 7 - 8. Several schools are units or *twinned* having the same principal for both schools. At-risk students and those who need assistance through special education programs are provided with individualized skill development in a variety of ways (e.g., Learning centres, special classes, learning resource teachers).

In The Hamilton-Wentworth District School Board each school operates under a School Plan which involves:

- 1) identifying goals/areas of focus, expectations, indicators of success and strategies/resources,
- 2) annually reviewing implementation and outcomes, and then
- 3) identifying new or continued areas of focus/goals including implementation of new curriculum.

This is the second year that improving student performance in literacy, numeracy, and science & technology has been a system/school focus.

When reading the individual school reports contained in Appendix B, it is important to look not just at the numbers and scores, but at the contextual information contained there too, as that information provides background to help understand the scores. For example, in some cases, the sampling of students who wrote the assessment was very small and not likely representative of the entire school's achievement. In other cases, schools did not receive accurate or sufficient information to make their overall scores representative of their students (e.g., in one middle school 143 students wrote the grade 6 assessment, 15 student reports were returned, and EQAO generated a school report based only on the scores of those 15 students).

WHAT WE LEARNED ABOUT HAMILTON-WENTWORTH STUDENTS AND SCHOOLS

Grade 3: Hamilton-Wentworth

- The average Grade 3 class size was 19. This figure is consistent with the Provincial average. Last year the average Grade 3 class size was 25. Provincially, 39% of Grade 3 classrooms had over 25 students.
- 48% of participants were girls and 52% were boys. Provincially, 48% of participants were girls and 51% were boys. These figures are consistent with last year's results.
- Grade 3 students indicated that the language they speak at home was:
 - mostly or only English, 82%
 - mostly or only another language, 6%
 - English as often as another language, 10%.
 - These figures are consistent (+ or - 3%) with provincial data.
- 6% of Grade 3 students were identified by their teacher as having been in an English as a Second Language (ESL) program as compared to 7% last year. Provincially this figure was 5%.
- 19% of Grade 3 students were receiving special education support (both formally identified as exceptional and non-identified, but excluding gifted), as compared to 20% last year. This figure compares to 17% provincially.

Grade 6: Hamilton-Wentworth

- The average Grade 6 class size was 24. Provincially, the average class size was 21. Provincially, 64% of Grade 6 classrooms had over 25 students.
- 48% of participants were girls and 50% were boys. This matches provincial percentages.
- Grade 6 students indicated that the language they speak at home was:
 - mostly or only English, 87% (compared to 82% provincially)
 - mostly or only another language, 6% (same as provincial percentage)
 - English as often as another language, 5% (compared to 10% provincially)
- 3% of students were identified by their teacher as having been in an English as a Second Language (ESL) program. This figure is consistent with the province.
- 16% of Grade 6 students were receiving special education support (both formally identified as exceptional and non-identified, but excluding gifted). This figure compares to 17% provincially.

Some Provincial Information

- 7% of Grade 3 students and 7% of Grade 6 students who participated in the assessment were enrolled in French Immersion.
- 50% of the teachers who administered the 1998-1999 Grade 3 assessment were also involved in administering the 1997-1998 Grade 3 assessment.
- 49% of Grade 3 classes contained only Grade 3 students; the rest were multi-grade classes.
- 54% of Grade 6 classes contained only Grade 6 students; the rest were multi-grade classes.

The EQAO results provide us with the opportunity to examine school and classroom programs in terms of what are we doing well, and where we can improve. In Grade 3, the Hamilton-Wentworth District School Board and school results are consistent with the results for Ontario. However, the results also direct us to areas where improvements *can* be made. In Grade 6, the Hamilton-Wentworth District School Board and school results are generally lower than the results for Ontario. These results indicate a general need for improvement in all areas.

OVERALL ACHIEVEMENT

*Percent of students meeting or exceeding the provincial standard at **Grade 3**:*

	Reading at Levels 3,4	Writing at Levels 3,4	Mathematics at Levels 3,4	
Province	44% 48%	51% 56%	56% 60%	All Students Participating only
Hamilton- Wentworth 1998-1999	43% 46%	51% 54%	54% 57%	All Students Participating only
Hamilton- Wentworth 1997-1998	45% 49%	48% 51%	41% 43%	All Students Participating only

OVERALL ACHIEVEMENT

*Percent of students meeting or exceeding the provincial standard at **Grade 6**:*

	Reading at Levels 3,4	Writing at Levels 3,4	Mathematics at Levels 3,4	
Province	48% 50%	48% 50%	46% 48%	All Students Participating only
Hamilton- Wentworth 1998-1999	42% 44%	42% 45%	35% 37%	All Students Participating only

MATHEMATICS: Grade 3

Grade 3 Overall Achievement in Mathematics Percentage of Grade 3 Students at Each Level

Overall Level of Achievement in Mathematics (based on knowledge/skills categories, strands, and multiple-choice component)	Level 1		Level 2		Level 3		Level 4		
	Prov.	8%	Prov.	29%	Prov.	46%	Prov.	10%	
		8%		31%		49%		11%	All students Participating only
	HWDSB 1999	8%	HWDSB 1999	32%	HWDSB 1999	46%	HWDSB 1999	8%	All students Participating only
		8%		34%		48%		8%	
The Overall Achievement in Mathematics in 1998 was based on the knowledge/skills categories only	HWDSB 1998	10%	HWDSB 1998	39%	HWDSB 1998	37%	HWDSB 1998	3%	All students Participating only
		10%		42%		40%		4%	

Missing Data:

- 6% of the Grade 3 students were not included in this analysis compared to 10% in 1997-1998.
- 1% provided insufficient information to be scored, and 5% were exempted from participating in the mathematics portion of the assessment.
- These percentages are consistent with numbers of students provincially who were not included in the analysis.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 54% of all HWDSB Grade 3 students achieved at Levels 3 (46%) and 4 (8%) in mathematics which is 2% lower than provincial results.
- This is an increase of 13% over the 1997-1998 results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of mathematics skills.

Level 2: *approaches the provincial standard*

- 32% of all HWDSB Grade 3 students achieved at Level 2 compared to 29% provincially.
- This is a decrease of 7% over the 1997-1998 results.
- These students demonstrate and communicate *some* knowledge, understanding and application of mathematics skills.

Level 1: *falls much below the provincial standard*

- 8% of all HWDSB Grade 3 students achieved at Level 1 which matches the provincial results.
- This is a decrease of 2% over the 1997-1998 results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of mathematics skills.

Grade 3 Overall **Mathematics** Achievement at Levels 3 and 4 by Gender, Language, Special Education Support and French Immersion:

Gender	HWDSB Female 56%	Province Female 58%	HWDSB Male 52%	Province Male 55%
Language	HWDSB Non-ESL 55%	Province Non-ESL 58%	HWDSB ESL 28%	Province ESL 37%
Special Education Support	HWDSB Not Receiving Support 61%	Province Not Receiving Support 64%	HWDSB Receiving Support 22%	Province Receiving Support 21%
French Immersion	*Students in Hamilton-Wentworth completed a French translation of the Mathematics component		HWDSB 56%	Province 54%

Some differences existed among sub-groups:

- More Grade 3 girls (56%) than boys (52%) scored at Levels 3 and 4; a difference of 4%. This is consistent with last year's results.
- More Grade 3 non-ESL students (55%) than Grade 3 ESL students (28%) scored at Levels 3 and 4; a difference of 27%. Last year in HWDSB, the difference was 18%.
- More ESL students provincially (37%) than HWDSB Grade 3 ESL students (28%) scored at Levels 3 and 4; a difference of 9%. Last year the difference was 8%.
- More Grade 3 students not receiving Special Education support (61%) than Grade 3 students receiving Special Education support (22%) scored at Levels 3 and 4; a difference of 39%. Last year in HWDSB, the difference was 29%.
- More HWDSB Grade 3 French Immersion students (56%) than French Immersion students provincially (54%) scored at levels 3 and 4.

Grade 3 **Mathematics** Achievement by Categories and Strands

The curriculum specifies four categories and five strands in the teaching of mathematics. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in mathematics.

Categories – Grade 3 Mathematics

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Problem Solving Chooses and carries out strategies and applies them correctly	Prov.	21% 22%	Prov.	36% 38%	Prov.	30% 31%	Prov.	8% 9%	All students Participating only
	HWDSB	22% 23%	HWDSB	36% 38%	HWDSB	29% 30%	HWDSB	7% 8%	All students Participating only
Understanding of Concepts Uses and explains required concepts and incorporates mathematical ideas and relationships	Prov.	20% 21%	Prov.	39% 41%	Prov.	28% 30%	Prov.	6% 6%	All students Participating only
	HWDSB	20% 21%	HWDSB	40% 43%	HWDSB	29% 30%	HWDSB	5% 5%	All students Participating only
Application of Mathematical Procedures Selects and accurately applies procedures (e.g., making a graph) and operations (e.g., adding and multiplying)	Prov.	16% 17%	Prov.	32% 34%	Prov.	36% 38%	Prov.	10% 10%	All students Participating only
	HWDSB	16% 17%	HWDSB	32% 34%	HWDSB	37% 40%	HWDSB	8% 9%	All students Participating only
Communication of Required Knowledge Uses clear explanations and correct mathematical terms and symbols; justifies reasonableness of solutions	Prov.	25% 26%	Prov.	34% 36%	Prov.	26% 28%	Prov.	7% 8%	All students Participating only
	HWDSB	26% 27%	HWDSB	35% 37%	HWDSB	26% 27%	HWDSB	6% 6%	All students Participating only

- In all categories, 32 to 45% of Grade 3 students achieved at Levels 3 and 4.
- Three categories; *Problem Solving*, *Understanding of Concepts* and *Communication of Required Knowledge* were in the 30% range for Levels 3 and 4.
- 45% of Grade 3 students are achieving at Levels 3 and 4 in *Application of Mathematical Procedures*
- Although the numbers of Grade 3 students performing at level 1 are consistent with last year's Board results and provincial results, the percentages of students performing at level 1 (16 to 26% in all categories) are too high. This indicates a general need to improve mathematics performance.
- The pattern across all the categories is consistent with both the provincial and the 97-98 Grade 3 board assessment results with *Application of Mathematical Procedures* the strongest category.

Strands – Grade 3 Mathematics

Each strand identifies a key area of knowledge and skills in the mathematics curriculum

Strand	Level 1		Level 2		Level 3		Level 4		
Number Sense and Numeration (e.g., adding, subtracting, multiplying and dividing whole numbers and using numbers to describe and represent relationships)	Prov.	12% 13%	Prov.	31% 33%	Prov.	41% 43%	Prov.	9% 9%	All students Participating only
	HWDSB	12% 13%	HWDSB	32% 34%	HWDSB	41% 43%	HWDSB	7% 8%	All students Participating only
Geometry and Spatial Sense (e.g., using and applying knowledge of spatial relationships to identify and describe characteristics of 2- and 3-dimensional figures)	Prov.	11% 12%	Prov.	37% 39%	Prov.	38% 40%	Prov.	7% 7%	All students Participating only
	HWDSB	12% 12%	HWDSB	39% 42%	HWDSB	37% 39%	HWDSB	6% 6%	All students Participating only
Measurement (e.g., estimating, measuring and recording using standard and non-standard units)	Prov.	16% 16%	Prov.	31% 33%	Prov.	38% 40%	Prov.	9% 10%	All students Participating only
	HWDSB	17% 18%	HWDSB	33% 35%	HWDSB	36% 38%	HWDSB	7% 8%	All students Participating only
Patterning and Algebra (e.g., identifying, extending and creating patterns with shapes and numbers)	Prov.	7% 8%	Prov.	25% 27%	Prov.	49% 52%	Prov.	12% 12%	All students Participating only
	HWDSB	7% 8%	HWDSB	26% 27%	HWDSB	49% 52%	HWDSB	11% 11%	All students Participating only
Data Management and Probability (e.g., using methods to gather, interpret, display and communicate information and predicting the likelihood of events)	Prov.	10% 10%	Prov.	30% 32%	Prov.	43% 46%	Prov.	10% 11%	All students Participating only
	HWDSB	10% 11%	HWDSB	31% 33%	HWDSB	43% 45%	HWDSB	8% 9%	All students Participating only

- In all strands, 43 to 60% of Grade 3 students achieved at Levels 3 and 4.
- Achievement in Hamilton-Wentworth was stronger in *Patterning and Algebra* (60%), *Data Management and Probability* (51%), and *Number Sense and Numeration* (48%) at Levels 3 and 4.
- Achievement in Hamilton-Wentworth was weaker in *Geometry and Spatial Sense* (43%) and *Measurement* (43%) at Levels 3 and 4.
- These results follow the pattern of provincial figures.

Other Findings

Analysis of Data on **Mathematics** from the Teacher, Student and Home Questionnaires for Grade 3

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The following summary is based on data gathered at the Provincial Level:

- Provincially, Grade 3 teachers indicate they are paying more attention to teaching all aspects of the mathematics curriculum.
- Provincially, around 90% of Grade 3 teachers now indicate they are “very comfortable” or “somewhat comfortable” teaching all mathematical strands and categories (last year’s percentages ranged from 58% to 88%).

The Student Questionnaire

- In Grade 3, 63% of boys and 60% of girls indicate they like mathematics. This is consistent with provincial findings. In 1998, 61% of boys and 54% of girls indicated they liked mathematics.
- 58% of boys and 45% of girls believe they are good at mathematics. This is consistent with provincial findings.
- 5% more Grade 3 students in Hamilton-Wentworth compared to students provincially indicate they use a calculator to learn mathematics at school.

The Home Questionnaire

- More than 75% of Grade 3 parents help their child with number questions.
- 70% of Grade 3 parents help their child with problem solving.
- These numbers are consistent with provincial findings.

MATHEMATICS: Grade 6

Grade 6 Overall Achievement in Mathematics Percentage of Grade 6 Students at Each Level

Overall Level of Achievement in Mathematics (based on knowledge/skills categories, strands, and multiple-choice component)	Level 1		Level 2		Level 3		Level 4		
	Prov.	12% 12%	Prov.	35% 37%	Prov.	35% 36%	Prov.	11% 12%	
	HWDSB	19% 20%	HWDSB	38% 40%	HWDSB	28% 29%	HWDSB	7% 8%	All students Participating only

Missing Data

- 8% of the Grade 6 students were not included in this analysis.
- 3% provided insufficient information to be scored, 1% provided no data and 4% were exempted from participating in the mathematics portion of the assessment.
- These percentages are identical with numbers of Grade 6 students provincially who were not included in the analysis.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 35% of all HWDSB Grade 6 students achieved at Levels 3 (28%) and 4 (7%) in mathematics which is 11% lower than provincial results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of mathematics skills

Level 2: *approaches the provincial standard*

- 38% of all HWDSB Grade 6 students achieved at Level 2 compared to 35% provincially.
- These students demonstrate and communicate *some* knowledge, understanding and application of mathematics skills.

Level 1: *falls much below the provincial standard*

- 19% of all HWDSB Grade 6 students achieved at Level 1 compared to 12% provincially.
- These students demonstrate and communicate *limited* knowledge, understanding and application of mathematics skills.

Grade 6 Overall **Mathematics** Achievement at Levels 3 and 4 by Gender, Language and Special Education Support:

Gender	HWDSB Female 37%	Province Female 47%	HWDSB Male 33%	Province Male 45%
Language	HWDSB Non-ESL 36%	Province Non-ESL 46%	HWDSB ESL 12%	Province ESL 31%
Special Education Support	HWDSB Not Receiving Support 41%	Province Not Receiving Support 52%	HWDSB Receiving Support 6%	Province Receiving Support 11%

Some differences existed among sub-groups:

- More girls (37%) than boys (33%) scored at Levels 3 and 4; a difference of 4%.
- More Grade 6 non-ESL students (36%) than Grade 6 ESL students (12%) scored at Levels 3 and 4; a difference of 24%.
- More Grade 6 ESL students provincially (31%) than HWDSB Grade 6 ESL students (12%) scored at Levels 3 and 4; a difference of 19%.
- More Grade 6 students not receiving Special Education support (41%) than Grade 6 students receiving Special Education support (6%) scored at Levels 3 and 4; a difference of 35%.

Grade 6 **Mathematics** Achievement by Categories and Strands

The curriculum specifies four categories and five strands in the teaching of mathematics. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in mathematics. As this is the initial provincial assessment of grade 6 students performance, there are no previous test results with which to make comparisons.

Categories – Grade 6 Mathematics

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Problem Solving Analyzes and uses appropriate strategies that lead to accurate solutions	Prov.	20%	Prov.	37%	Prov.	29%	Prov.	8%	All students
		21%		39%		30%		9%	Participating only
	HWDSB	29%	HWDSB	36%	HWDSB	22%	HWDSB	5%	All students
		31%		38%		24%		5%	Participating only
Understanding of Concepts Uses and explains required concepts and incorporates mathematical ideas and relationships	Prov.	23%	Prov.	39%	Prov.	27%	Prov.	6%	All students
		24%		41%		28%		7%	Participating only
	HWDSB	33%	HWDSB	35%	HWDSB	21%	HWDSB	4%	All students
		35%		37%		22%		4%	Participating only
Application of Mathematical Procedures Selects and accurately applies procedures (e.g., making a graph) and operations (e.g., adding and multiplying)	Prov.	16%	Prov.	34%	Prov.	35%	Prov.	9%	All students
		17%		36%		37%		9%	Participating only
	HWDSB	23%	HWDSB	35%	HWDSB	29%	HWDSB	6%	All students
		25%		37%		30%		6%	Participating only
Communication of Required Knowledge Uses clear explanations and correct mathematical language; analyzes the reasonableness of solutions and gives clear and precise justifications	Prov.	22%	Prov.	37%	Prov.	26%	Prov.	7%	All students
		24%		39%		27%		7%	Participating only
	HWDSB	33%	HWDSB	34%	HWDSB	19%	HWDSB	4%	All students
		35%		36%		20%		5%	Participating only

- In all categories, 23 to 35% of Grade 6 students achieved at Levels 3 and 4.
- The performance of HWDSB Grade 6 students is 8-10% lower than the provincial results in all categories.
- With 35% of students in Levels 3 and 4, achievement is strongest in *Application of Mathematical Procedures* which is consistent with provincial results.
- In all categories, there are more Grade 6 students in Level 1 and fewer students in Level 3 compared to provincial results.

Strands – Grade 6 Mathematics

Each strand identifies a key area of knowledge and skills in the mathematics curriculum

Strand	Level 1		Level 2		Level 3		Level 4		
Number Sense and Numeration (e.g., adding, subtracting, multiplying and dividing numbers to describe and represent relationships)	Prov.	20%	Prov.	30%	Prov.	26%	Prov.	15%	All students
		21%		31%		28%		16%	Participating only
	HWDSB	26%	HWDSB	31%	HWDSB	22%	HWDSB	11%	All students
		27%		32%		23%		12%	Participating only
Geometry and Spatial Sense (e.g., using and applying knowledge of spatial relationships to identify, describe, compare, classify and analyze geometric properties and relationships)	Prov.	28%	Prov.	36%	Prov.	23%	Prov.	7%	All students
		30%		38%		24%		7%	Participating only
	HWDSB	37%	HWDSB	34%	HWDSB	18%	HWDSB	4%	All students
		39%		36%		19%		4%	Participating only
Measurement (e.g., estimating, measuring, calculating, comparing and recording using standard units)	Prov.	27%	Prov.	30%	Prov.	26%	Prov.	8%	All students
		29%		32%		27%		8%	Participating only
	HWDSB	36%	HWDSB	29%	HWDSB	20%	HWDSB	5%	All students
		38%		31%		21%		5%	Participating only
Patterning and Algebra (e.g., identifying, extending, creating and analyzing patterns and justifying pattern rules)	Prov.	20%	Prov.	29%	Prov.	31%	Prov.	13%	All students
		21%		30%		33%		14%	Participating only
	HWDSB	27%	HWDSB	29%	HWDSB	26%	HWDSB	10%	All students
		29%		31%		28%		11%	Participating only
Data Management and Probability (e.g., using methods to gather, analyze, display and communicate information and examining probability concepts)	Prov.	22%	Prov.	33%	Prov.	29%	Prov.	9%	All students
		23%		35%		30%		9%	Participating only
	HWDSB	29%	HWDSB	33%	HWDSB	23%	HWDSB	6%	All students
		30%		35%		24%		6%	Participating only

- In all strands, 22 to 36% of Grade 6 students achieved at Level 3 and 4.
- The performance of HWDSB Grade 6 students is 8 to 9% lower than the provincial results in all strands.
- In all strands, there are more Grade 6 students at Level 1 and fewer students at Level 3 compared to provincial results.
- Achievement in Hamilton-Wentworth is stronger in *Patterning and Algebra* (36%), and *Number Sense and Numeration* (33%) at Levels 3 and 4.
- Achievement in Hamilton-Wentworth is weaker in *Geometry and Spatial Sense* (22%) and *Measurement* (25%) at Levels 3 and 4.
- These results follow the pattern of provincial figures.

Other Findings

Analysis of Data on **Mathematics** from the Teacher, Student and Home Questionnaires for Grade 6

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The Student Questionnaire

- In Grade 6, 50% of boys and 39% of girls indicate they like mathematics. Provincially 56% of boys, and 41% of girls indicate they like mathematics.
- 56% of boys and 37% of girls believe they are good at mathematics. This is consistent with provincial findings.
- Grade 6 students in Hamilton-Wentworth indicate they use a calculator (9% answered *yes*, 72% answered *sometimes*) to learn mathematics at school. This is consistent with Grade 6 students provincially.

The Home Questionnaire

- Around 55% of Grade 6 parents help their child with number questions, compared to more than 75% of Grade 3 parents.
- 50% of Grade 6 parents help their child with problem solving, compared to 70% of Grade 3 parents.
- These numbers are consistent with provincial findings.

Initial Observations and Recommendations: Mathematics

Mathematics is essentially an integrated problem-solving activity. All five strands, or major areas of knowledge and skills in the mathematics curriculum, require students to engage in problem solving. Problem solving requires students to apply their understanding of concepts and mathematical procedures and to communicate what they are doing and to explain why they are doing it. In order to use mathematics effectively in real-life situations, students must integrate and apply knowledge and skills from all categories and strands of the mathematics curriculum.

In the *Provincial Report on Achievement*, EQAO made some recommendations for school boards, teachers and parents. The specific recommendations that follow are based on patterns and trends in the HWDSB results, but also reflect the EQAO recommendations. School and board personnel will want to look at these observations in light of their own school and board data and, where necessary, modify or add to them according to factors in their community.

Board

- That HWDSB personnel support teacher initiatives to improve mathematics instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for all elementary teachers to help them focus on teaching and assessing student learning in *Communication of Required Knowledge, Problem Solving, Geometry and Spatial Sense* and *Measurement*.
- That HWDSB personnel provide teachers with support to help ESL students with mathematics.
- That HWDSB review their allocation of resources (human and material) to provide teachers with the support they require to implement the curriculum, assess student learning in their classrooms, and understand and use assessment results to review and improve program.

Teachers and Administrators

- That *it is particularly critical* to continue to address learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That schools take an inventory of their resources, both text and manipulative, and ensure that current and approved textbooks and EQAO recommended manipulatives are available in the school for all grades.
- That teachers in the junior and intermediate divisions reflect on instructional and assessment strategies in all categories and strands since HWDSB Grade 6 results are below provincial results in all areas of mathematics.
- That teachers in the primary, junior and intermediate divisions focus on teaching and assessing student learning in *Communication of Required Knowledge, Problem Solving, Geometry and Spatial Sense* and *Measurement* which follow the provincial pattern as being the weakest.
- That teachers refine their mathematics programs to promote growth in learning for the students performing at Levels 1 and 2 who may be at-risk and require modifications and/or accommodations.
- That teachers place a greater emphasis on using a variety of instructional/assessment strategies and resources to improve students' knowledge, understanding and application of mathematics skills.
- That teachers continue to encourage the use of manipulatives, calculators and information technology as tools to support mathematics instruction in the primary, junior and intermediate divisions.
- That teachers continue to take advantage of professional development opportunities (e.g., in-services, professional readings, sharing with colleagues etc.).

- That administrators continue to support and facilitate teachers with the implementation of all of the above recommendations.

Parents

- That parents increase opportunities for students to apply their mathematics skills to real-life situations beyond the classroom.

Students

- That students in the primary division recognize mathematics in their everyday lives based on school and home real-life mathematical experiences.
- That students in the junior and intermediate divisions take responsibility for their learning in mathematics both inside and outside of the classroom.

READING: Grade 3

Grade 3 Overall Achievement in Reading Percentage of Grade 3 Students at Each Level

Overall Level of Achievement in Reading (based on knowledge/skills categories and multiple-choice component)	Level 1		Level 2		Level 3		Level 4		
	Prov.	11%	Prov.	34%	Prov.	39%	Prov.	5%	
		13%		37%		43%		5%	
	HWDSB 1999	12%	HWDSB 1999	35%	HWDSB 1999	39%	HWDSB 1999	4%	
		13%		38%		42%		4%	All students Participating only
The Overall Achievement in Reading in 1998 was based on the knowledge/skills categories only	HWDSB 1998	5%	HWDSB 1998	33%	HWDSB 1998	42%	HWDSB 1998	4%	All students Participating only
		6%		36%		45%		4%	

Missing Data:

- 11% of the Grade 3 students were not included in this analysis compared to 16% in 1997-1998.
- 3% provided insufficient information to be scored, 7% were exempted from participating in the reading portion of the assessment and 1% provided no data.
- These percentages are consistent with numbers of Grade 3 students provincially who were not included in the analysis.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 43% of all HWDSB Grade 3 students achieved at Levels 3 (39%) and 4 (4%) in reading which is 1% lower than provincial results.
- This is a decrease of 3% from the 1997-1998 results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of reading skills.

Level 2: *approaches the provincial standard*

- 35% of all HWDSB Grade 3 students achieved at Level 2 compared to 34% provincially.
- This is an increase of 2% over the 1997-1998 results.
- These students demonstrate and communicate *some* knowledge, understanding and application of reading skills.

Level 1: *falls much below the provincial standard*

- 12% of all HWDSB Grade 3 students achieved at Level 1 compared to 11% provincially.
- This is an increase of 7% over the 1997-1998 results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of reading skills.

Grade 3 Overall **Reading** Achievement at Levels 3 and 4 by Gender, Language, Special Education Support and French Immersion:

Gender	HWDSB Female 48%	Province Female 49%	HWDSB Male 37%	Province Male 39%
Language	HWDSB Non-ESL 44%	Province Non-ESL 45%	HWDSB ESL 15%	Province ESL 21%
Special Education Support	HWDSB Not Receiving Support 50%	Province Not Receiving Support 51%	HWDSB Receiving Support 12%	Province Receiving Support 9%
French Immersion	*Students in Hamilton-Wentworth completed the Reading component in English		HWDSB 50%	Province 52%

Some differences existed among sub-groups:

- More Grade 3 girls (48%) than boys (37%) scored at Levels 3 and 4; a difference of 11%. Last year the difference was 8%.
- More Grade 3 non-ESL students (44%) than Grade 3 ESL students (15%) scored at Levels 3 and 4; a difference of 29%. Last year the difference was 25%.
- More Grade 3 ESL students provincially (21%) than HWDSB Grade 3 ESL students (15%) scored at Levels 3 and 4; a difference of 6%. Last year the difference was 2%.
- More Grade 3 students not receiving Special Education support (50%) than Grade 3 students receiving Special Education support (12%) scored at Levels 3 and 4; a difference of 38%, which matches the difference last year in HWDSB.

Grade 3 Reading Achievement by Categories

The curriculum specifies four categories in the teaching of the language strand of reading. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 3 Reading

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Selects, describes, interprets, analyzes relevant information and ideas from a text to show understanding	Prov.	9% 10%	Prov.	38% 42%	Prov.	34% 38%	Prov.	6% 7%	All students Participating only
	HWDSB	10% 11%	HWDSB	39% 42%	HWDSB	34% 37%	HWDSB	6% 6%	All students Participating only
Communication Uses the information and ideas in different contexts by connecting them to personal knowledge and experiences and to other readings	Prov.	8% 8%	Prov.	36% 39%	Prov.	37% 40%	Prov.	6% 7%	All students Participating only
	HWDSB	8% 9%	HWDSB	37% 40%	HWDSB	37% 40%	HWDSB	5% 6%	All students Participating only
Organization of Ideas Identifies and describes different organizational forms and characteristics of texts (stories, articles and poems) and uses this knowledge to aid understanding	Prov.	9% 10%	Prov.	33% 36%	Prov.	39% 43%	Prov.	7% 7%	All students Participating only
	HWDSB	10% 11%	HWDSB	36% 39%	HWDSB	38% 41%	HWDSB	6% 7%	All students Participating only
Application of Language Conventions Identifies and explains the use of appropriate language conventions (e.g., phonics, spelling, grammar, punctuation and style)	Prov.	9% 10%	Prov.	21% 23%	Prov.	44% 49%	Prov.	16% 18%	All students Participating only
	HWDSB	9% 9%	HWDSB	21% 22%	HWDSB	46% 49%	HWDSB	17% 18%	All students Participating only

- In all categories, 40 to 63% of Grade 3 students achieved at Levels 3 and 4.
- Three categories; *Reasoning*, *Communication* and *Organization of Ideas* are in the 40% range for Levels 3 and 4.
- 63% of Grade 3 students are achieving at Levels 3 and 4 in *Application of Language Conventions*
- The numbers of Grade 3 students performing at level 1 have increased since last year's Board results but are consistent with this year's provincial results.
- The pattern across all the categories is consistent with both the provincial and the 97-98 Board assessment results with *Application of Language Conventions* the strongest category.

Other Findings

Analysis of Data on **Reading** from the Teacher, Student and Home Questionnaires for Grade 3

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The following summary is based on data gathered at the Provincial Level:

- 95% of Grade 3 teachers report using phonics cues as a teaching strategy "at least a few times a month". this is the same percentage as in 1997-1998.
- Roughly 85% of Grade 3 teachers indicate they are "somewhat comfortable" or "very comfortable" teaching the four reading categories. This is a marked increase over 1997-1998 responses which ranged from a high of 78% to a low of 65%.
- Grade 3 teachers are teaching reading strategies that promote higher-order thinking skills, but are doing so infrequently. These percentages are consistent with those from 1997-1998.
- The percentage of Grade 3 teachers who report doing various higher-order activities "a few times a week or more" ranges from a high of 56%, who report teaching students to evaluate information and ideas from their reading to a low of 33%, who report teaching students to recognize various levels of meaning in a text.
- Grade 3 teachers indicate some discomfort assessing students' achievement in reading. Less than 10% of Grade 3 teachers are "very comfortable" or "somewhat comfortable" assessing student achievement in all four categories.

The Student Questionnaire

- In Grade 3, 83% of girls and 66% of boys indicate they like to read. This is a marked increase over the 1997-1998 percentages (70% and 51% respectively). Provincially, 83% of girls and 60% of boys indicate they like to read.
- In Grade 3, 69% of girls and 61% of boys feel that they are good at reading compared to 59% of girls and 57% of boys in 1997-1998, and 65% of girls and 59% of boys provincially.
- In Grade 3, 57% of girls and 46% of boys indicate that they do reading that is not part of their work for school, compared to 60% of girls and 49% of boys provincially.

The Home Questionnaire

- 70% of Grade 3 parents indicate they assist their child with reading by talking about what he or she is reading and also encourage their child to read materials that are not related to school work.
- 52% of Grade 3 parents indicate that they read to their child a few times a week or more.
- 70% of Grade 3 parents listen to their child read a few times a week or more.
- These numbers are consistent with last year's findings.

READING: Grade 6

Grade 6 Overall Achievement in Reading Percentage of Grade 6 Students at Each Level

Overall Level of Achievement in Reading (based on knowledge/skills categories and multiple-choice component)	Level 1		Level 2		Level 3		Level 4		
	Prov.	9% 9%	Prov.	35% 37%	Prov.	40% 42%	Prov.	8% 8%	
	HWDSB	12% 13%	HWDSB	36% 39%	HWDSB	35% 37%	HWDSB	7% 7%	All students Participating only

Missing Data:

- 10% of the Grade 6 students were not included in this analysis.
- 4% provided insufficient information to be scored, 5% were exempted from participating in the reading portion of the assessment and 1% provided no data.
- These percentages are consistent with numbers of students provincially who were not included in the analysis.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 42% of all HWDSB Grade 6 students achieved at Levels 3 (35%) and 4 (7%) in reading which is 6% lower than provincial results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of reading skills.

Level 2: *approaches the provincial standard*

- 36% of all HWDSB Grade 6 students achieved at Level 2 compared to 35% provincially.
- These students demonstrate and communicate *some* knowledge, understanding and application of reading skills.

Level 1: *falls much below the provincial standard*

- 12% of all Grade 6 students achieved at Level 1 compared to 9% provincially.
- These students demonstrate and communicate *limited* knowledge, understanding and application of reading skills.

Grade 6 Overall **Reading** Achievement at Levels 3 and 4 by Gender, Language and Special Education Support:

Gender	HWDSB Female 49%	Province Female 56%	HWDSB Male 34%	Province Male 40%
Language	HWDSB Non-ESL 43%	Province Non-ESL 49%	HWDSB ESL 4%	Province ESL 17%
Special Education Support	HWDSB Not Receiving Support 49%	Province Not Receiving Support 55%	HWDSB Receiving Support 7%	Province Receiving Support 11%

Some differences existed among sub-groups:

- More Grade 6 girls (49%) than boys (34%) scored at Levels 3 and 4; a difference of 15%.
- More non-ESL Grade 6 students (43%) than Grade 6 ESL students (4%) scored at Levels 3 and 4; a difference of 39%.
- More Grade 6 ESL students provincially (17%) than HWDSB Grade 6 ESL students (4%) scored at Levels 3 and 4; a difference of 13%.
- More Grade 6 students not receiving Special Education support (49%) than Grade 6 students receiving Special Education support (7%) scored at Levels 3 and 4; a difference of 42%.

Grade 6 Reading Achievement by Categories

The curriculum specifies four categories in the teaching of the language strand of reading. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 6 Reading

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Selects, describes, interprets, judges, summarizes and analyzes relevant information and ideas from a text to show understanding	Prov.	7%	Prov.	38%	Prov.	42%	Prov.	7%	All students Participating only
		7%		40%		44%		7%	
	HWDSB	9%	HWDSB	40%	HWDSB	36%	HWDSB	5%	All students Participating only
		9%		43%		38%		5%	
Communication Explains his or her interpretation of a text and support that interpretation with evidence from the text and from his or her knowledge and experiences	Prov.	4%	Prov.	34%	Prov.	46%	Prov.	10%	All students Participating only
		5%		36%		49%		11%	
	HWDSB	6%	HWDSB	40%	HWDSB	39%	HWDSB	7%	All students Participating only
		7%		42%		42%		8%	
Organization of Ideas Identifies and describes different organizational forms and characteristics of texts (e.g., short stories, novels, articles and poems) and uses this knowledge to aid understanding	Prov.	12%	Prov.	40%	Prov.	35%	Prov.	6%	All students Participating only
		12%		43%		37%		6%	
	HWDSB	16%	HWDSB	42%	HWDSB	30%	HWDSB	4%	All students Participating only
		17%		44%		32%		4%	
Application of Language Conventions Identifies and explains the use of appropriate language conventions and conventions of texts (e.g., spelling, grammar, punctuation and style)	Prov.	16%	Prov.	28%	Prov.	31%	Prov.	6%	All students Participating only
		17%		30%		32%		7%	
	HWDSB	19%	HWDSB	28%	HWDSB	26%	HWDSB	4%	All students Participating only
		20%		30%		28%		5%	

- In all categories, 30 to 46% of Grade 6 students achieved at Levels 3 and 4.
- Two categories; *Reasoning* and *Communication* are in the 40% range for Levels 3 and 4.
- Two categories, *Organization of Ideas* and *Application of Language Conventions*, are in the 30% range for Levels 3 and 4.
- The pattern across all the categories is lower than, but consistent with, the provincial pattern of results (e.g., provincially and locally *Communication* had the greatest number of students achieving at Levels 3 and 4).

Other Findings

Analysis of Data on **Reading** from the Teacher, Student and Home Questionnaires for Grade 6

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The following summary is based on data gathered at the Provincial Level:

- Over 85% of the Grade 6 teachers indicate they are “somewhat comfortable” or “very comfortable” teaching the four reading categories.
- Provincially, grade 6 teachers are teaching reading strategies that promote higher order thinking skills, but are doing so infrequently.
- The percentage of Grade 6 teachers who report doing higher order activities “a few times a week or more” ranges from a high of 55%, who report teaching students to evaluate information, to a low of 23%, who teach them to recognize various levels of meaning in text.
- Grade 6 teachers indicate some discomfort assessing students’ achievement in reading, although they indicate more discomfort in some categories than in others.
- Less than 10% of Grade 6 teachers are “very comfortable” or “somewhat uncomfortable” assessing student achievement in all four categories.

The Student Questionnaire

- In Grade 6, 66% of girls and 47% of boys indicate they like to read, compared to 71% of girls and 55% of boys provincially.
- In Grade 6, 66% of girls and 57% of boys feels that they are good at reading, compared to 64% of girls and 58% of boys provincially.
- In Grade 6, 56% of Grade 6 girls and 39% of boys indicate that they do reading that is not a part of their work for school, compared to 62% of girls and 47% of boys provincially.

The Home Questionnaire

- 53% of Grade 6 parents indicate they assist their child(ren) with reading by talking about what he or she is reading compared to 70% of Grade 3 parents.
- 74% of Grade 6 parents encourage their child(ren) to read materials that are not related to school work compared to 70% of Grade 3 parents.
- 33% of Grade 6 parents listen to their child(ren) read a few times a week or more compared to 52% of Grade 3 parents.
- 24% of Grade 6 parents read with their child(ren) a few times a week or more compared to 70% of Grade 3 parents.

Initial Observations and Recommendations: Reading

Although reading involves learning discrete skills and strategies, the act of reading is essentially a process in which the reader uses a variety of different skills to derive meaning from what is being read. An effective reader brings a wide variety of reading skills and experience to a text and can grasp, interact with and apply the ideas and information in a personal context. Students need frequent opportunities to read widely for different purposes and to discuss the information and ideas in what they have read.

In the *Provincial Report on Achievement*, EQAO made some recommendations for school boards, teachers and parents. The specific recommendations that follow are based on patterns and trends in the HWDSB results, but also reflect the EQAO recommendations. School staffs will want to look at these observations in light of their own school data and, where necessary, modify or add to them according to factors in their particular school community.

Board

- That HWDSB personnel support teacher initiatives to improve reading instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for primary teachers to help them focus on teaching and assessing student learning in *Reasoning, Communication and Organization of Ideas* to improve student comprehension (e.g., in-services, teacher sharing sessions etc.).
- That HWDSB personnel provide a variety of opportunities for junior and intermediate teachers to help them focus on teaching and assessing student learning in *Application of Language Conventions and Organization of Ideas* (e.g., in-services, teacher sharing sessions etc.).
- That HWDSB personnel develop guidelines to assist teachers in selecting, designing and assessing reading programs to improve student performance.
- That HWDSB personnel provide support for teachers to help ESL students in reading.
- That HWDSB review their allocation of resources (human and material) to provide teachers with the support they require to implement the curriculum, assess student learning in their classrooms, and understand and use assessment results to review and improve program.
- That HWDSB allocate sufficient resources (e.g., early intervention programs) to support the significant number of students achieving at Levels 1 and 2.

Teachers and Administrators

- That *it is particularly critical* for teachers to continue to consider learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That teachers focus on the teaching and assessing of student learning in *Reasoning, Communication and Organization of Ideas* in the primary division.
- That teachers continue to emphasize *Application of Language Conventions* in the primary division as it remains an area of strength in Hamilton-Wentworth.
- That teachers focus on the teaching and assessing of student learning in *Application of Language Conventions and Organization of Ideas* in the junior and intermediate divisions.
- That junior and intermediate teachers reflect on instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all areas of reading.
- That teachers refine their programs to promote growth in learning for the students performing at Levels 1 and 2 who may be at-risk and require modifications and/or accommodations.

- That teachers consider individual and gender differences by providing a variety of reading materials which reflect the interest of their students, and which promote reading both at home and at school.
- That teachers continue to take advantage of professional development opportunities (e.g., in-services, professional readings, sharing with colleagues etc.).
- That administrators continue to support and facilitate teachers with the implementation of all of the above recommendations.

Parents

- That parents of primary division students continue to assist their child(ren) with reading, listen to their child(ren) read, and read to their child(ren) more frequently.
- That parents of junior and intermediate division students read with and listen to their child(ren) read much more frequently and talk with their child(ren) about what has been read in order to increase their understanding.

Students

- That students in the primary, junior and intermediate divisions increase the amount of reading done outside the classroom.
- That students in the junior and intermediate divisions select a greater variety of reading materials (e.g., newspapers, poetry).

WRITING: Grade 3

Grade 3 Overall Achievement in Writing Percentage of Grade 3 Students at Each Level

Overall Level of Achievement in Writing (based on knowledge/skills categories in 1998 and 1999)	Level 1		Level 2		Level 3		Level 4		
	Prov.	3%	Prov.	37%	Prov.	45%	Prov.	6%	
		3%		40%		49%		7%	
	HWDSB 1999	2%	HWDSB 1999	39%	HWDSB 1999	46%	HWDSB 1999	5%	
		2%		42%		49%		6%	All students Participating only
	HWDSB 1998	4%	HWDSB 1998	39%	HWDSB 1998	42%	HWDSB 1998	6%	All students Participating only
		4%		42%		45%		6%	

Missing Data:

- 9% of the Grade 3 students were not included in this analysis which is identical to the 1997-1998 results.
- 2% provided insufficient information to be scored, 6% were exempted from participating in the writing portion of the assessment and 1% provided no data.
- These percentages are consistent with numbers of students provincially who were not included in the analysis.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 51% of all HWDSB Grade 3 students achieved at Levels 3 (46%) and 4 (5%) in writing which matches the provincial results.
- This is an increase of 3% from the 1997-1998 results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of writing.

Level 2: *approaches the provincial standard*

- 39% of all HWDSB Grade 3 students achieved at Level 2 compared to 37% provincially.
- The 1998-1999 results are the same as the 1997-1998 results.
- These students demonstrate and communicate *some* knowledge, understanding and application of writing skills.

Level 1: *falls much below the provincial standard*

- 2% of all HWDSB Grade 3 students achieved at Level 1 compared to 3% provincially.
- This is a decrease of 2% from the 1997-1998 results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of writing skills.

Grade 3 Overall **Writing** Achievement at Levels 3 and 4 by Gender, Language, Special Education Support and French Immersion:

Gender	HWDSB Female 60%	Province Female 59%	HWDSB Male 43%	Province Male 44%
Language	HWDSB Non-ESL 52%	Province Non-ESL 52%	HWDSB ESL 29%	Province ESL 34%
Special Education Support	HWDSB Not Receiving Support 59%	Province Not Receiving Support 58%	HWDSB Receiving Support 16%	Province Receiving Support 17%
French Immersion	*Students in Hamilton-Wentworth completed the Writing component in English		HWDSB 60%	Province 56%

Some differences existed among sub-groups:

- More Grade 3 girls (60%) than boys (43%) scored at Levels 3 and 4; a difference of 17%. Last year the difference was 14%.
- More Grade 3 non-ESL students (52%) than Grade 3 ESL students (29%) scored at Levels 3 and 4; a difference of 23%. Last year the difference was 18%.
- More Grade 3 ESL students provincially (34%) than HWDSB Grade 3 ESL students (29%) scored at Levels 3 and 4; a difference of 5%. Last year the difference was 1%.
- More Grade 3 students not receiving Special Education support (59%) than Grade 3 students receiving Special Education support (16%) scored at Levels 3 and 4; a difference of 43%. Last year the difference was 40%.
- More Grade 3 HWDSB French Immersion students (60%) than French Immersion students provincially (56%) scored at Levels 3 and 4.

Grade 3 Writing Achievement by Categories

The curriculum specifies four categories in the teaching of the language strand of writing. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 3 Writing

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Understands the purpose of the writing task, develops ideas and relates them to the purpose of the task and to each other	Prov.	3% 4%	Prov.	44% 48%	Prov.	39% 42%	Prov.	5% 5%	All students Participating only
	HWDSB	3% 3%	HWDSB	47% 50%	HWDSB	38% 41%	HWDSB	4% 4%	All students Participating only
Communication Uses appropriate writing techniques, including vocabulary, imagery and sentence variety to create a tone (i.e., the writer's voice) and writes for a specific audience	Prov.	3% 3%	Prov.	39% 42%	Prov.	42% 46%	Prov.	6% 7%	All students Participating only
	HWDSB	2% 2%	HWDSB	41% 44%	HWDSB	43% 46%	HWDSB	5% 6%	All students Participating only
Organization of Ideas Shows evidence of a logical plan and/or focus, and presents connected ideas	Prov.	3% 3%	Prov.	40% 44%	Prov.	42% 45%	Prov.	5% 5%	All students Participating only
	HWDSB	3% 3%	HWDSB	43% 46%	HWDSB	42% 45%	HWDSB	5% 5%	All students Participating only
Application of Language Conventions Applies language conventions correctly (spelling, grammar, punctuation, etc.)	Prov.	3% 3%	Prov.	34% 36%	Prov.	47% 51%	Prov.	7% 7%	All students Participating only
	HWDSB	2% 2%	HWDSB	35% 37%	HWDSB	49% 53%	HWDSB	6% 6%	All students Participating only

- In all categories, 42 to 55% of Grade 3 students achieved at Levels 3 and 4.
- Three categories; *Reasoning*, *Communication* and *Organization of Ideas* are in the 40% range for Levels 3 and 4.
- 55% of Grade 3 students are achieving at Levels 3 and 4 in *Application of Language Conventions*.
- The numbers of Grade 3 students performing at Level 1 have decreased since last year's Board results and are consistent with this year's provincial results.
- The pattern across all the categories is consistent with both the provincial and the 1997-1998 Board results.
- In *Application of Language Conventions* there has been a 7% increase in the number of Grade 3 students achieving at Levels 3 and 4.

Other Findings

Analysis of Data on **Writing** from the Teacher, Student and Home Questionnaires for Grade 3

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The following summary is based on data gathered at the Provincial Level:

- Over 75% of Grade 3 teachers spend more than 40 minutes a day on writing and related activities. This is a marginal increase over 1997-1998.
- Over 85% of Grade 3 teachers indicate they are "somewhat comfortable" or very comfortable teaching the various writing categories.
- Over 85% of Grade 3 teachers indicate they use the prewriting, revising and editing stages of the writing process "at least a few times a month".
- Grade 3 teachers place a strong emphasis on teaching their students spelling, punctuation and grammar "at least weekly".
- Grade 3 teachers indicate they focus infrequently on writing for different purposes or audiences. The percentage for Grade 3 teachers is marginally up from that reported in 1997-1998.
- Less than 10% of Grade 3 teachers indicate some discomfort assessing students' achievement in writing in two categories: Reasoning and Communication.

The Student Questionnaire

- In Grade 3, 73% of girls and 58% of boys indicate they like to write, compared to the 1997-1998 results (67% and 56% respectively). Provincially, 72% of girls and 58% of boys indicate they like to write.
- 63% of Grade 3 girls and 52% of boys feel that they are good at writing compared to 58% of girls and 51% of boys in 1997-1998, and 59% of girls and 50% of boys provincially.
- In Grade 3, 55% of girls and 42% of boys indicate that they do writing that is not part of their work for school, compared to 57% of girls and 45% of boys provincially.

The Home Questionnaire

- 75% of Grade 3 parents listen to what their child has written.
- 75% of Grade 3 parents talk to their child about what he/she has written.
- 57% of Grade 3 parents encourage their child to do writing that is not part of his/her school work.
- 63% of Grade 3 parents give their child ideas to improve what he or she has written.
- These results are consistent with last year's findings.

WRITING: Grade 6

Grade 6 Overall Achievement in Writing Percentage of Grade 6 Students at Each Level

Overall Level of Achievement in Writing (based on knowledge/skills categories)	Level 1		Level 2		Level 3		Level 4		
	Prov.	9%	Prov.	35%	Prov.	37%	Prov.	11%	
		9%		37%		39%		11%	All students Participating only
	HWDSB	9%	HWDSB	39%	HWDSB	34%	HWDSB	9%	All students Participating only
		10%		41%		36%		9%	

Missing Data

- 10% of Grade 6 students were not included in this analysis.
- 5% provided insufficient information to be scored, 5% were exempted from participating in the writing portion of the assessment and 1% provided no data.
- These percentages are consistent with numbers of students provincially who were not included in the assessment.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 43% of all HWDSB Grade 6 students achieved at Levels 3 (34%) and 4 (9%) in writing, which is 4% lower than provincial results
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of writing skills.

Level 2: *approaches the provincial standard*

- 39% of all HWDSB Grade 6 students achieved at Level 2 compared to 35% provincially.
- These students demonstrate and communicate *some* knowledge, understanding and application of writing skills.

Level 1: *falls much below the provincial standard*

- 9% of all HWDSB Grade 6 students achieved at Level 1 which matches the provincial results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of writing skills.

Grade 6 Overall **Writing** Achievement at Levels 3 and 4 by Gender, Language and Special Education Support:

Gender	HWDSB Female 53%	Province Female 59%	HWDSB Male 32%	Province Male 38%
Language	HWDSB Non-ESL 43%	Province Non-ESL 49%	HWDSB ESL 11%	Province ESL 22%
Special Education Support	HWDSB Not Receiving Support 49%	Province Not Receiving Support 59%	HWDSB Receiving Support 10%	Province Receiving Support 13%

Some differences existed among sub-groups:

- More Grade 6 girls (53%) than boys (32%) scored at Levels 3 and 4; a difference of 21%.
- More Grade 6 non-ESL students (43%) than Grade 6 ESL students (11%) scored at Levels 3 and 4; a difference of 32%.
- More Grade 6 ESL students provincially (22%) than HWDSB Grade 6 ESL students (11%) scored at Levels 3 and 4; a difference of 11%.
- More Grade 6 students not receiving Special Education support (49%) than Grade 6 students receiving Special Education support (10%) scored at Levels 3 and 4; a difference of 39%.

Grade 6 Writing Achievement by Categories

The curriculum specifies four categories in the teaching of the language strand of writing. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 6 Writing

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Understands the purpose of the writing task, develops ideas and relates them to the purpose of the task and to each other	Prov.	10% 11%	Prov.	38% 40%	Prov.	34% 36%	Prov.	9% 10%	All students Participating only
	HWDSB	12% 12%	HWDSB	40% 43%	HWDSB	31% 33%	HWDSB	8% 8%	All students Participating only
Communication Uses appropriate writing techniques, including vocabulary, imagery and sentence variety to create a tone (i.e., the writer's voice) appropriate for a specific audience	Prov.	10% 10%	Prov.	36% 37%	Prov.	36% 38%	Prov.	11% 11%	All students Participating only
	HWDSB	11% 12%	HWDSB	38% 40%	HWDSB	32% 34%	HWDSB	9% 9%	All students Participating only
Organization of Ideas Organizes ideas and information logically in sentences, in paragraphs and within the overall organization	Prov.	10% 11%	Prov.	36% 38%	Prov.	36% 37%	Prov.	10% 10%	All students Participating only
	HWDSB	11% 12%	HWDSB	40% 42%	HWDSB	31% 33%	HWDSB	8% 8%	All students Participating only
Application of Language Conventions Applies language conventions correctly (spelling, grammar, punctuation and style)	Prov.	10% 11%	Prov.	34% 36%	Prov.	37% 39%	Prov.	10% 11%	All students Participating only
	HWDSB	11% 12%	HWDSB	36% 39%	HWDSB	35% 37%	HWDSB	8% 8%	All students Participating only

- In all categories, 39 to 43% of Grade 6 students achieved at Levels 3 and 4.
- Two categories; *Communication* and *Application of Language Conventions* are in the 40% range for Levels 3 and 4.
- Two categories, *Reasoning* and *Organization of Ideas* are in the 30% range for Levels 3 and 4.
- The pattern across all the categories is lower than but consistent with the provincial pattern of results (e.g., provincially and locally *Application of Language Conventions* had the greatest number of students achieving at Levels 3 and 4).

Other Findings

Analysis of Data on **Writing** from the Teacher, Student and Home Questionnaires for Grade 6

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The following summary is based on data gathered at the Provincial Level:

- 65% of Grade 6 teachers spend more than 40 minutes a day on writing and related activities.
- Two-thirds of Grade 6 teachers indicate they are “somewhat comfortable” or very comfortable teaching the various writing categories.
- Over 85% of Grade 6 teachers indicate they use the prewriting, revising and editing stages of the writing process “at least a few times a month”.
- Grade 6 teachers place a strong emphasis on teaching their students spelling, punctuation and grammar “at least weekly”.
- Grade 6 teachers indicate they focus infrequently on writing for different purposes or audiences.
- Less than 10% of Grade 6 teachers indicate some discomfort assessing students’ achievement in writing in two categories: Reasoning and Communication.

The Student Questionnaire

- In Grade 6, 58% of girls and 38% of boys indicate they like to write, compared to 58% of girls and 43% of boys provincially.
- In Grade 6, 54% of girls and 45% of boys feel that they are good at writing, compared to 50% of girls and 44% of boys provincially.
- In Grade 6, 54% of girls and 36% of boys indicate that they do writing that is not part of their work for school, compared to 52% of girls and 37% of boys provincially.

The Home Questionnaire

- 57% of Grade 6 parents listen to what their child has written, compared to 75% of Grade 3 parents.
- 62% of Grade 6 parents talk to their child about what he/she has written, compared to 75% of Grade 3 parents.
- 39% of Grade 6 parents encourage their child to do writing that is not part of his/her school work, compared to 57% of Grade 3 parents.
- 56% of Grade 6 parents give their child ideas to improve what he or she has written, compared to 63% of Grade 3 parents.

Initial Observations and Recommendations: Writing

Writing is an integrated activity that combines knowledge and skills in the four writing categories. The writer develops and communicates ideas and information for specific purposes and to specific audiences. Effective writing requires the use of an appropriate form, organizational structure, a variety of suitable writing techniques and the use of correct language conventions.

In the *Provincial Report on Achievement*, EQAO made some recommendations to school boards, teachers and parents. The specific recommendations that follow are based on patterns and trends in the HWDSB results, but also reflect the EQAO recommendations. School and board personnel will want to look at these recommendations in light of their own school and school board data and, where necessary, modify or add to them according to factors in their community.

Board

- That HWDSB personnel support teacher initiatives to improve writing instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for primary teachers to focus on teaching and assessing student learning in *Reasoning, Communication and Organization of Ideas* (e.g., in-services, teacher sharing sessions, etc.).
- That HWDSB personnel provide a variety of opportunities for junior and intermediate teachers to focus on teaching and assessing student learning in *Communication and Organization of Ideas* (e.g., in-services, teacher sharing sessions, etc.).
- That HWDSB personnel provide teachers with support to help ESL students in writing.
- That HWDSB review their allocation of resources (human and material) to provide teachers with the support they require to implement the curriculum, assess student learning in their classrooms, and understand and use assessment results to review and improve program.

Teachers and Administrators

- That *it is particularly critical* to continue to consider learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That junior and intermediate teachers reflect on instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all areas of writing.
- That teachers focus on teaching and assessing student learning in *Communication and Organization of Ideas* in the junior and intermediate divisions.
- That teachers focus on teaching and assessing student learning in *Reasoning, Communication and Organization of Ideas* in the primary divisions.
- That teachers refine their programs to promote growth in learning for the students performing at Levels 1 and 2 who may be at-risk and require modifications and/or accommodations.
- That teachers continue to take advantage of professional development opportunities (e.g., in-services, professional readings, sharing with colleagues etc.).
- That administrators continue to support and facilitate teachers with the implementation of all of the above recommendations.

Parents

- That parents of primary students continue to provide opportunities for writing outside of school.
- That parents of junior and intermediate students increase the amount of time they spend talking to their child(ren) about what they have written and listening to their children read what they have written.
- That parents of junior and intermediate students encourage their child(ren) to engage in writing activities beyond those assigned in the classroom.

Students

- That students increase the amount and variety of writing done outside the classroom.

WHAT WE LEARNED ABOUT THE LEARNING ENVIRONMENT IN GENERAL

The Teacher Questionnaire

At the time of this printing, The Hamilton-Wentworth District School Board did not receive any Board-wide results of the Teacher Questionnaire from EQAO. When these results are received, there will be an addendum to this report.

The following summary is based on data gathered at the Provincial Level:

- ***Provincially, Grade 3 and Grade 6 teachers are experienced educators who engage in professional development***
 - 60% of Ontario Grade 3 teachers and 56% of Grade 6 teachers have taught for 10 or more years.
 - Around 75% of Ontario Grade 3 teachers and 70% of Grade 6 teachers have attended professional development courses, workshops, or undertook professional reading focussed on teaching or assessing reading, writing or mathematics.

The Home Questionnaire

- ***Overall, Hamilton-Wentworth parents are satisfied with the contact that they have with their child's school***
 - 82% of parents of Grade 3 students and 78% of parents of Grade 6 students attend teacher-parent conferences
 - 97% of parents of Grade 3 students and 97% of parents of Grade 6 students read school newsletters or brochures
 - 86 to 88% of parents of Grade 3 students and 82 to 84% of Grade 6 parents are satisfied or very satisfied with the way information is communicated about student performance
- ***Overall, Hamilton-Wentworth parents are involved with their child's school***
 - 35% of parents of Grade 3 students and 22% of parents of Grade 6 students volunteer at the school
 - 50% of parents of Grade 3 students and 37% of parents of Grade 6 students are somewhat involved or actively involved in their child's school
 - 87% of parents of Grade 3 students and 82% of parents of Grade 6 students speak or write to their child's teacher or principal
- ***There is support for student learning in most homes in Hamilton-Wentworth***
 - ***Grade 3:***
 - 98% of parents indicated that there are writing materials available at home
 - 87% of homes have calculators
 - 60% have more than 100 books or other publications in the home
 - 67% have a computer available at home for student use
 - ***Grade 6:***
 - 99% of parents indicated that there are writing materials available at home
 - 94% of homes have calculators
 - 63% have more than 100 books or other publications in the home
 - 75% have a computer available at home for student use

APPENDIX A

- EQAO Board Summary Pages (Grade 3 and Grade 6)

APPENDIX B

- School Summary Reports (alphabetical by school name)

5-41

APPENDIX A

EQAO Board Summary Pages (Grade 3 and Grade 6)

Demographics (Grade 3)

96	Schools with Grade 3 Classes	
215	Classes with Grade 3 Students	
4054	Grade 3 students	
6%	In English as a Second Language Program (ESL)	
5%	Exempted in all three subjects	
19%	Receiving Special Education support	
52%	Boys	48% Girls
6%	Of the students said they speak only or mostly in another language at home	1% Gender not specified
9%	Of the students said they speak as often in English as in another language at home	

Overall Achievement (Grade 3)

(percent at performance level)

		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students		43%	51%	54%
Girls		48%	60%	56%
Boys		51%	63%	58%
		37%	43%	52%
		41%	47%	55%
ESL students		15%	29%	28%
		23%	40%	38%
Non ESL students		44%	52%	55%
		47%	55%	58%
Receiving Special Education support		12%	16%	22%
		17%	21%	28%
Not Receiving Special Education support		50%	59%	61%
		51%	60%	62%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.		50%	60%	56%
		51%	62%	57%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Girls

Attitudes (Grade 3)

(percent saying yes)

I like to read.	83%
I am a good reader.	69%
I like to write.	74%
I am a good writer.	63%
I like mathematics.	60%
I am good at mathematics.	45%
I do reading that is not part of my work at school.	57%
I do writing that is not part of my work at school.	55%
I do mathematics that is not part of my work at school.	42%

Boys

Mathematics

Levels 3,4

54%

57%

56%

58%

52%

55%

28%

38%

55%

58%

22%

28%

61%

62%

56%

57%

Demographics (Grade 6)

58	Schools with Grade 6 Classes
163	Classes with Grade 6 Students
3858	Grade 6 students
3%	In English as a Second Language Program (ESL)
4%	Exempted in all three subjects
16%	Receiving Special Education support
50%	Boys 48% Girls 2% Gender not specified
5%	Of the students said they speak only or mostly in another language at home
7%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)	Girls	Boys
I like to read.	66%	47%
I am a good reader.	66%	57%
I like to write.	58%	38%
I am a good writer.	54%	45%
I like mathematics.	39%	50%
I am good at mathematics.	37%	56%
I do reading that is not part of my work at school.	56%	39%
I do writing that is not part of my work at school.	54%	36%
I do mathematics that is not part of my work at school.	26%	32%

Overall Achievement (Grade 6)

(percent at performance level)	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	42%	42%	35%
Girls	49%	53%	37%
Boys	52%	55%	38%
	34%	32%	33%
	37%	34%	35%
ESL students	4%	11%	12%
	5%	16%	16%
Non ESL students	43%	43%	36%
	45%	45%	37%
Receiving Special Education support	7%	10%	6%
	9%	13%	8%
Not Receiving Special Education support	49%	49%	41%
	50%	50%	41%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

APPENDIX B

School Summary Reports
(alphabetical by school name)

School Report
Grade 3 Assessment of
Reading, Writing and Mathematics

A.M. Cunningham Public School

100 Wexford Avenue South
School Phone: 544-7771
School Fax: 544-7576

Principal: Mr. J. Lindsay
Grade Levels: Junior Kindergarten to Grade five
Enrolment: 342 students

Hamilton-Wentworth District School Board 527-5092

School Profile

A.M. Cunningham school was built in 1929, with a one-floor addition to accommodate Junior and Senior Kindergarten, erected in 1990. The school property occupies the largest part of one city block and is located two blocks south of Deita Secondary school, between Kennilworth and Ottawa streets. This is a very stable, supportive family based school, who value educational experience and learning opportunities for their children.

Cunningham school is fortunate to have contributions from both a Home & School and a Parent Advisory Council. Both of these groups have some wonderfully dedicated and supportive individuals, who devote their time, expertise and energy, to augment and enrich their children's education. In addition there are a large cadre of Parent Volunteers and High School Co-op students who work diligently on the students' behalf.

Since 1984 this school has been a dual track French Immersion site, which imparts new and different challenges to both the English and French instructional components. Any test of a small sample such as ours must be interpreted cautiously. The critical component of this testing continues to be individual results and our response to meet the needs of each student. Some of the school priorities and initiatives over the past few years have included a focus on Student Literacy, Environment, Safe Schools and incorporating the Ontario Curriculum thrusts

We believe learning is an on-going, lifelong process and work together to develop skills and attitudes, which will promote these goals. This profile and resultant analysis of the E.Q.A.O. statistics will be shared with the Parents, School Advisory Committee and Staff to determine appropriate direction and action plans.

The initial response to E.Q.A.O. data for A.M. Cunningham School indicate scores in the 3,4 range at 38% for Reading, 55% for Writing and only 27% for Mathematics. Reading and writing continue to exceed the Provincial averages but the mathematics scores drop well below this standard. In fact our French Immersion students had great difficulty with the mathematics component of the testing, scoring only 5% at the provincial standard. These percentages particularly in math do not meet our expectations and need to be reviewed with respect to the School Action Plans. Some of the attitudinal responses are very interesting in identifying the degree of enjoyment experienced by students, as well as the amount of priority the students place on their schoolwork, at home.

Some of the factors that need to be acknowledged and considered, are the French Immersion students who only begin to receive 40 minutes per day of English instruction, commencing at the Grade 2 level. In addition, this test was conducted in English for the reading and writing components and in French for the mathematics section. Generally they appear to have closed the gap with their English counterparts in Reading and Writing yet had severely lower mathematics results. Our students need to learn how to complete the required elements, in an independent fashion and to apply their knowledge and skill to the whole question.

As a school we will be discussing our action plans with our school Council for implementation during the 1999- 2000 school year. The school's action plan process is open to parents and we encourage them to discuss concerns with teachers and the principal. We wish to continue our primary focus on literacy across the curriculum, while exerting a greater emphasis, in the area of mathematics.

Demographics (Grade 3)

3	Classes with Grade 3 Students		
50	Grade 3 students		
0%	In English as a Second Language Program (ESL)		
2%	Exempted in all three subjects		
16%	Receiving Special Education support		
54%	Boys	46%	Girls
0%	Gender not specified		
12%	Of the students said they speak only or mostly in another language at home		
12%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	85%	61%
I am a good reader.	70%	57%
I like to write.	70%	48%
I am a good writer.	75%	48%
I like mathematics.	55%	43%
I am good at mathematics.	50%	70%
I do reading that is not part of my work at school.	60%	33%
I do writing that is not part of my work at school.	75%	33%
I do mathematics that is not part of my work at school.	75%	35%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	38%	54%	26%
	39%	55%	27%
Girls	48%	52%	35%
	48%	52%	35%
Boys	30%	56%	19%
	31%	58%	19%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	0%	25%	0%
	0%	29%	0%
Not Receiving Special Education support	45%	60%	31%
	45%	60%	31%
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	37%	58%	5%
	37%	58%	5%

dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

ADELAIDE HOODLESS PUBLIC SCHOOL

School Address: 71 Maplewood Ave.

School Phone: 549-1339

School Fax: 549-8132

Principal: Ms. Donna Quigley

Grade Level: JK to Grade 8

Enrolment: 575

Hamilton - Wentworth D.S.B.

Information: 527-5092 ext 2631

School Profile

Our school is situated in a predominately working class area with a small section of well-established middle class homes and a growing inner city component. Students come from a variety of ethnic and religious backgrounds. However, the community is predominantly Anglo-Saxon. A trend over the last two years is towards greater student mobility. Examination of the Ministry Report from October 31, 1999 student population was 570 where 246 transferred out and 224 transferred in. The October 31, 1999 Report indicated an enrollment of 549. A growing percent of the schools population are students who have had several changes of schools.

Adelaide Hoodless was built in 1911. It has had three additions over the years and was last renovated in 1990. The school serves 549 students, approximately 355 students are in the Primary-Junior Division and 194 students are in the Middle School. Adelaide Hoodless has a Library, Learning Centre, Computer Lab, 2 Gymnasias and a Vice-Principal to address the needs of the students in the program. The students and parents are able to access a social worker. The System Comprehensive Class is integrated with our regular Middle School programming.

School priorities in the last few years have included a focus on School Council, Safe Schools and Computers. This year the focus for our school plan is The Ontario Curriculum, Safe Schools (Social Skills), Primary and Junior Literacy, Science, Math and Middle School Secondary School Reform. Priorities which reflect school based planning are Junior Drama, Peer Mediation, Anger Management and a refined Learning Centre Model for students at risk. We offer a supervised homework and study skills program over the lunch hour.

We believe that provision of a daily snack of the fruit and vegetables by our Home and School Association has had a positive impact on the general well being and academic progress of our students. We have formed a partnership with a local business "Tim Hortons", we are able to provide our students with a basic breakfast program e.g. muffins, bagels etc.

Adelaide Hoodless enjoys a healthy partnership with School Council, Home and School and the community. Our common goal is school improvement. parents are included as committee members (Safe Arrival Policy, Budget, Volunteers and Graduation)

Grade 3 Initial Response

From review of the data staff noted the numbers of students performing at levels 2 and above (reading 84%, writing 97%, math 90%). The numbers performing at level 3 and 4 in reading (46%) writing (54%) and math (57%). Of interest is the significantly better performance of girls over boys in most areas, which is consistent with the Board data. In reading 57% of girl's performed at levels 3 and above and 47% of boys performed at levels 3 and above. In writing 63% of girl's performed at levels 3 and above and 47% of boys performed at levels 3 and above. In mathematics 58% of the girls performed at levels 3 or 4 and 55% of the boys performed at levels 3 and 4. Overall school results represent an increase in student performance over last years Grade 3 student scores but our school continues to score below the board wide results.

Intent for Action

The planning at the school will involve review of the data by Administration, Learning Resource Team and all Primary staff. Summative analysis of the data will be shared with all staff. Information about Grade 3 student performance will be shared with School Council at our January meeting. A summary of the school report will be communicated with all parents in our January Newsletter.

An action plan will be developed by the Primary Team to address areas for improvement. The Action Plan will include acquisition of resources, staff development needs, and strategies to monitor our implementation. A new emphasis will be placed on the role of parents as this applies to their children's level of literacy. Parents inservice will be offered on a) The Ontario Curriculum and b) how to support their children at home.

We plan to use the results of the EQAO and an inschool survey as baseline data for future planning. From the results of the EQAO we have identified the need for increased focus on the writing process. Parents from the Home & School have offered to be Literacy Buddies to children in the Primary Grades.

Parents will be invited in December to meet with their child's classroom teacher to discuss these results and its implications for classroom practice. Individual strategies to support students will be developed and implemented to reflect student need.

Grade 3 and Grade 5 Assessments of Reading, Writing and Mathematics 1998-1999			
Demographics (Grade 3)		Attitudes (Grade 3) (percent saying yes)	Girls Boys
2	Classes with Grade 3 Students	I like to read	72% 63%
48	Grade 3 students	I am a good reader	61% 53%
0%	In English as a Second Language Program (ESL)	I like to write	78% 70%
2%	Exempted in all three subjects	I am a good writer	56% 53%
27%	Receiving Special Education support	I like mathematics	67% 87%
62%	Boys 38% Girls 0% Gender not specified	I am good at mathematics	50% 80%
4%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	61% 33%
15%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	50% 53%
		I do mathematics that is not part of my work at school	28% 40%
Overall Achievement (Grade 3)		Reading Levels 3,4	Writing Levels 3,4
percent at performance level)			Mathematics Levels 3,4
All students		23% 25%	29% 30%
Girls		22% 25%	33% 35%
Boys		23% 25%	27% 28%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		0% 0%	0% 0%
Not Receiving Special Education support		31% 31%	40% 40%
			15% 17% 49% 33%

Grade 6 Initial Response

From review of our Grade 6 results staff noted the numbers of students performing at levels 2, 3 and 4 (reading 85%, writing 80%, math 76%). The numbers performing at level 3 and 4 in reading (37%) writing (38%) and math (28%). Overall student scores at our school are below the board wide results. This continues the pattern with our Grade Three results.

Intent for Action

The planning at the school will involve review of the data by Administration, Learning Resource Team and all Primary staff. Summative analysis of the data will be shared with all staff. Information about Grade 3 student performance will be shared with School Council at our January meeting. A summary of the school report will be communicated with all parents in our January Newsletter.

An action plan will be developed by the Primary Team to address areas for improvement. The Action Plan will include acquisition of resources, staff development needs, and strategies to monitor our implementation. A new emphasis will be placed on the role of parents as this applies to their children's level of literacy. Parents inservice will be offered on a) The Ontario Curriculum and b) how to support their children at home.

We plan to use the results of the EQAO and an inschool survey as baseline data for future planning. From the results of the EQAO we have identified the need for increased focus on the writing process. Parents from the Home & School have offered to be Literacy Buddies to children in the Primary Grades.

Parents will be invited in December to meet with their child's classroom teacher to discuss these results and its implications for classroom practice. Individual strategies to support students will be developed and implemented to reflect student need.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999			
Demographics (Grade 6)		Attitudes (Grade 6) (percent saying yes)	Girls Boys
3	Classes with Grade 6 Students	I like to read	76% 65%
79	Grade 6 students	I am a good reader	59% 71%
0%	In English as a Second Language Program (ESL)	I like to write	62% 42%
10%	Exempted in all three subjects	I am a good writer	57% 39%
18%	Receiving Special Education support	I like mathematics	41% 55%
44%	Boys 52% Girls 4% Gender not specified	I am good at mathematics	46% 77%
1%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	62% 42%
4%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	51% 35%
		I do mathematics that is not part of my work at school	16% 26%
Overall Achievement (Grade 6) (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4
All students		32% 37%	33% 38%
Girls		38% 42%	41% 45%
Boys		20% 26%	20% 25%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		-	0% 0%
Not Receiving Special Education support		-	40% 41%
			7% 20% 28% 28%

ALLENBY PUBLIC SCHOOL

School Address: 357 Hunter Street West
Hamilton, Ontario L8P 1S6
Telephone: (905) 525-8282
Fax: (905) 525-7067

Principal: Mrs. D. Rawsthorn
Vice Principal: Mrs. D. Rundle
Enrolment: 127 students
HWDSB
Information: (905) 527-5092 Ext. 2414

Allenby Public School is located in a respectable working class neighbourhood in the heart of the City of Hamilton. The school, which was built in 1917, has a proud history. With a small school population, currently at 127 students, Allenby School and community have struggled together against school closure over recent years. There is a remarkable closeness and solidarity amongst the community, parents and school. The school shares space with a co-op nursery.

The Allenby Home & School Association and the Allenby School Council provide strong support. Allenby School benefits from the fundraising initiatives of the parents, the spirit of volunteerism of the community and the pride in their school that is felt by students, teachers and parents alike.

There are 3 full-time teaching levels 1 – 5 and part-time teachers for the JK/SK blended Kindergarten, Learning Resource and Physical Education. The school has a fully equipped library, computer lab and currently there is a .1 Librarian and no Computer Site Administrator. The staff complement is 5.0 teachers. Allenby is twinned with Central Public and a Vice Principal is responsible for their administration. Allenby is further twinned with Earl Kitchener with which it shares a Principal.

Allenby has been described as a small country school in the middle of the city. The smallness of the school allows for a family atmosphere where every teacher knows almost every student by name. The buddy system of the older students watching over and assisting younger ones on the playground, in the computer lab and through reading buddies, promotes collaborative learning and social skills development. Allenby is a school where safety and personal well being play a strong role within its educational program.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The EQAO results for Allenby show improvement in writing and mathematics from the year previous with some scores significantly above the average for the Board. (level 3 – 4 scores, reading, writing, math).

The Allenby School Plan for 1999/00 addresses EQAO testing: to review the results of provincial tests, to review the process and to promote an understanding among the whole staff of the requirements of the EQAO tests. The school Curriculum Committee that is made up of teachers along with a parent representative of the School Council will be developing an Action Plan. Although reading is above Board average, it is a decline for Allenby. It will be a focus for this year's EQAO Action Plan. Primary classes are using the expanded Open Court series, while junior grades are using the newly purchased Collections series. Reasoning will receive extra attention.

13 students took part in the EQAO tests. With such small numbers, a relatively large fluctuation in results from year to year would not be surprising.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Writing and Mathematics 1998-1999	
Demographics (Grade 3)		Attitudes (Grade 3)	Girls Boys
		(percent saying yes)	
1	Classes with Grade 3 Students	I like to read	100% 62%
13	Grade 3 students	I am a good reader	60% 62%
8%	In English as a Second Language Program (ESL)	I like to write	100% 88%
23%	Exempted in all three subjects	I am a good writer	80% 38%
38%	Receiving Special Education support	I like mathematics	40% 75%
62%	Boys 38% Girls 0% Gender not specified	I am good at mathematics	40% 62%
0%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	60% 50%
0%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	80% 12%
		I do mathematics that is not part of my work at school	60% 38%
Overall Achievement (Grade 3)		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
All students		38% 50%	46% 60%
Girls		-	-
Boys		-	-
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		-	-
Not Receiving Special Education support		-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-
A dash is used where the number of students in a group is fewer than 5 and results are not reported		-	-
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected		-	-
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)		-	-

7

ANCASTER SENIOR PUBLIC SCHOOL

Address: 295 Nakoma Road
Ancaster, Ontario
L9G 1T2
Telephone: (905) 648-4439
Fax No.: (905) 648-4450

Principal: Mr. R. Hirst
Vice-Principal: Mr. S. Lowrey
Grade Levels: 7 and 8
Enrollment: 510
HWDSB Information: (905) 527-5092

SCHOOL PROFILE

Ancaster Senior, built in 1968, is the middle school destination for the grade 6 students from C.H. Bray, Fessenden, Grange, Queen's Rangers, and Rousseau. The catchment area for Ancaster Senior comprises the whole Town of Ancaster. Sixty-six percent of Ancaster Senior's 510 students are bused. The strength of Ancaster Senior lies in the full participation of significant stakeholders including School Council, parents, Student Council, students, staff, and the community. Student Council is involved in advising and planning for school social functions, cultural activities, grade 8 graduation, and special theme days. Our students are offered a wide range of activities including interschool athletics, intramural sports, clubs, a spring musical and school trips to such destinations as Mount St. Louis, Valens Conservation Area, Muskoka Woods, and Quebec City. Ancaster Senior is actively involved with community events including the community food drive, spring concerts, and a Christmas Carol sing at the Town Hall.

All school plan initiatives are planned collaboratively. Strategic plan initiatives for 1999-2000 include: the introduction and implementation of an instrumental music program; the implementation of the Ministry mandated Annual Education Plan and Teacher Advisor Program; the application of computers across curriculum to enhance student learning; the promotion of reading for enjoyment; and increased proficiency in the use of spreadsheets and graphing data.

Three levels of special education support are provided within the school. **Resource teachers** meet with students on a regular limited withdrawal basis, but they are increasingly spending time in the classroom to assist as well. Initial diagnosis and programming for exceptional students, as well as enhanced programs comprise the remainder of the Resource Teachers' time. The **Learning Centre** offers programming for students who require up to 50 percent of their time receiving extra assistance. The students may require replacement programs in English and/or mathematics as well as parallel programming in other subjects. The **Comprehensive/Communications Class** offers a small-class setting for exceptional students who need very specific instruction and assistance. Ancaster has two, 1 for grade 7 students and 1 for grade 8 students, **In School Resource Team** meetings each week

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

EQAO School Results, 1998-1999 combined the results of Ancaster Senior's primary feeder schools. This process involved converting percent figures back to raw data, combining the raw data from all feeder schools, and recalculating the raw data to percent figures. The staff is working on an in-depth analysis of these results. We are encouraged by the number of students who are achieving at Level 3 and above (Reading 72%, Writing 64%, and Mathematics 69%). Staff discussion will focus on those students who are achieving below Level 3, those strands and categories which are relatively low, the gender differences in Level 3 achievement (Reading - boys 65% girls 81%, Writing - boys 50% girls 81%, and Mathematics - boys 60% girls 80%), and attitudinal data which indicates girls being less confident in their abilities than boys. School staff will meet and discuss the results and develop an Action Plan for February 11, 1999. School Council will have an opportunity to discuss the plan and offer further suggestions. Ancaster Senior will also be partners in the development of **County West EQAO Cluster Plan 1999-2000**.

Grade 6 Assessment of Reading, Writing, and Mathematics: 1998-1999

Demographics (Grade 6)		Attitudes (percent saying yes)	Girls	Boys
10	Classroom with grade 6 students	I like to read	54%	81%
248	Grade 6 students	I am a good reader	45%	92%
00%	In English as a Second Language Program (ESL)	I like to write	43%	62%
02%	Exempted in all three subjects	I am a good writer	35%	66%
10%	Receiving Special Education support	I like mathematics	22%	55%
54%	Boys 46% Girls 0% Gender not specified	I am good at mathematics	29%	72%
02%	of the students said they speak only or mostly another language at home	I do reading that is not part of my work at school	52%	71%
		I do writing that is not part of my work at school	46%	45%
02%	of the students said they speak as often in English as in another language at home	I do mathematics that is not part of my work at school	29%	39%
Overall Achievement (Grade 6) (percent at performance level)		Reading (Levels 3,4)	Writing (Levels 3,4)	Mathematics (Levels 3,4)
All students		72%	64%	69%
Girls		76%	67%	73%
Boys		81%	81%	80%
		83%	85%	85%
ESL students		65%	50%	60%
Non ESL students		68%	51%	63%
		00%	00%	00%
Receiving Special Education support		00%	00%	00%
Not Receiving Special Education support		00%	00%	00%
		15%	06%	06%
		23%	06%	09%
		48%	43%	45%
		50%	44%	47%

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

BALACLAVA PUBLIC SCHOOL

Address: 280 10th Concession E.
Carlisle, Ont., LOR 1H0
Telephone: (905) 659-3396
Fax: (905) 659-0901

Principal: Mr. L. Bentham
Grade Levels: K-8
Enrolment: 513

Balaclava School is located north of Carlisle at the northeast corner of the Hamilton-Wentworth District School Board. It was built in 1989 and is a large K-8 school with the majority of students transported by bus. Our school community is predominantly rural with mainly single family dwellings. We are proud of our newly-installed creative playground which was built with funds raised by our Home and School Organization, our wonderfully supportive community and money raised from grant proposals.

Students actively promote our motto of "Learning to Care - Caring to Learn" through events such as Jump Rope for Heart, Terry Fox Run and MS Readathon. We will continue our support of our friends in Robert Land School this year with a millenium project - Start the Year with a Smile. Students will donate toys and books to help these children get off to a good start. Special opportunities for students include Arts Balaclava, the Senior Leadership Council, Junior Leadership Council, Science Olympics and Reading Buddies.

Our school's Learning Centre and Resource Program support our students with special learning needs. To help students improve their reading skills, we provide an Early Reading Intervention Program, a Phonemic Synthesis Program and a Visual Analysis Program.

Parents are actively welcomed and are involved in the education of their children. Volunteers help both in the classroom and on the playground. Parents serve on various committees to support our school - School Council, Home and School, Instrumental Music and Fun Fair.

At Balaclava, we consider ourselves a progressive and caring school, gifted with a caring community and a staff dedicated to excellence.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN - GRADE 3

Presently the staff is working on an in depth analysis of our EQAO results. Boys generally scored higher in Reading and Mathematics while the girls scored higher in Writing. This past year we worked diligently to improve Communication in Mathematics especially in the area of explaining the thinking required to solve problems. We formed a group of parent volunteers (PALS - Problems and Logical Solutions) and trained them to assist the students weekly in a variety of problem solving strategies and in communicating their solutions. The numbers of students performing at Levels 3 and 4 in Mathematics and Reading do not meet our expectations. We are examining the work of students who were very close to achieving Level 3 to determine what specific interventions are required. The staff is considering a variety of strategies that they may use to provide practice for students to explain their thinking, not only in Mathematics but in Reading and Writing as well. The staff will analyze our current action plan and change or adapt it as required. We will invite further input from our School Council and other interested parents in January. We know that the strong support they have provided in the past will continue as we put our plan into effect in February.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
3	Classes with Grade 3 Students			I like to read		92%	74%
55	Grade 3 students			I am a good reader		79%	63%
0%	In English as a Second Language Program (ESL)			I like to write		67%	46%
2%	Exempted in all three subjects			I am a good writer		50%	37%
5%	Receiving Special Education support			I like mathematics		42%	78%
51%	Boys	49%	Girls	I am good at mathematics		29%	52%
0%	Of the students said they speak only or mostly in another language at home			I do reading that is not part of my work at school		62%	63%
0%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		67%	30%
0%				I do mathematics that is not part of my work at school		33%	41%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				40%	60%	55%	
				41%	61%	56%	
Girls				33%	63%	48%	
				33%	63%	48%	
Boys				46%	57%	61%	
				48%	59%	63%	
ESL students				-	-	-	
				-	-	-	
Non ESL students				-	-	-	
				-	-	-	
Receiving Special Education support				-	-	-	
				-	-	-	
Not Receiving Special Education support				-	-	-	
				-	-	-	

BALACLAVA PUBLIC SCHOOL

Address: 280 10th Concession E.
 Carlisle, Ont., LOR 1H0
 Telephone: (905) 659-3396
 Fax: (905) 659-0901

Principal: Mr. L. Bentham
 Grade Levels: K-8
 Enrolment: 513

Balacalava School is located north of Carlisle at the northeast corner of the Hamilton-Wentworth District School Board. It was built in 1989 and is a large K-8 school with the majority of students transported by bus. Our school community is predominantly rural with mainly single family dwellings. We are proud of our newly-installed creative playground which was built with funds raised by our Home and School Organization, our wonderfully supportive community and money raised from grant proposals.

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Parents are actively welcomed and are involved in the education of their children. Volunteers help both in the classroom and on the playground. Parents serve on various committees to support our school - School Council, Home and School, Instrumental Music and Fun Fair.

At Balacalava, we consider ourselves a progressive and caring school, gifted with a caring community and a staff dedicated to excellence.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN - GRADE 6

Our staff is presently working on an in depth analysis of our EQAO results. Over half of our students achieved Levels 3 or 4 in each of the subjects. All students participated in this testing. The girls generally scored higher than the boys in all areas of the testing with Writing being a strength as it was with the Grade 3 students. As this is the first year for testing in Grade 6 we are unable to compare results but the staff is analyzing the results and determining where we need to focus for our action plan. These factors will be considered as we plan together to better enable our students to achieve success. We are examining the work of students at Level 2 to determine where their work approaches the provincial standard and where specific interventions are required. The number of students performing at Level 3 and above in Reading (58%) and in mathematics (58%) are not meeting our expectations. Further analysis and discussion are required to find possible reasons and solutions. We will consider why the girls scored higher in all areas and look for strategies to enable the boys to become more successful. We will invite further input from our School Council and other interested parents in January. Our action plan will be put into effect in February.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)			Attitudes (Grade 6)		Girls	Boys
			(percent saying yes)			
2	Classes with Grade 6 Students		I like to read		64%	73%
56	Grade 6 students		I am a good reader		72%	57%
0%	In English as a Second Language Program (ESL)		I like to write		64%	53%
0%	Exempted in all three subjects		I am a good writer		48%	50%
12%	Receiving Special Education support		I like mathematics		32%	40%
55%	Boys	45% Girls	I am good at mathematics		36%	47%
2%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school		48%	40%
2%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school		48%	30%
			I do mathematics that is not part of my work at school		44%	27%
Overall Achievement (Grade 6)			Reading	Writing	Mathematics	
(percent at performance level)			Levels 3,4	Levels 3,4	Levels 3,4	
All students			57%	61%	57%	
Girls			58%	62%	58%	
Boys			64%	76%	68%	
ESL students			64%	76%	68%	
Non ESL students			52%	48%	48%	
Receiving Special Education support			53%	50%	50%	
Not Receiving Special Education support			0%	14%	0%	
			0%	17%	0%	
			65%	67%	65%	
			65%	67%	67%	

BELLMOORE PUBLIC SCHOOL

Address:	2121 Highway #56 Binbrook, Ontario L0R 1C0	Principal:	Mr. D. Rogers
Telephone:	(905) 692-5435	Vice-principal (Unit School)	Mrs. J. Watt
Fax:	(905) 692-9443	Grade levels:	JK-8
E-mail:	porrittl@wentworth.edu.on.ca	Enrolment:	286 students
		H.W.D.S.B.:	(905) 527-5092

Bellmoore School was built in 1955. An addition was added shortly afterward at the north end of the school. This added a gym, a library, and a Kindergarten classroom. This year is the first year that we have had a Junior Kindergarten programme in the school. We currently have a student population of 286 students. We serve a rural population from Glanbrook Township, including the village of Binbrook. Parkwood School (JK-6) is our unit partner school. The students from Parkwood come to Bellmoore for Grades 7 & 8.

Bellmoore school has a Learning Resource Room staffed with 2 teachers who share responsibility for programming for Exceptional Students and students who are experiencing academic difficulties. Parent volunteers are trained by the Learning Resource staff to assist students in reading – using techniques from the Reading Recovery system. We have just finished having a classroom wired properly so that our computer lab can be housed in a larger area, making it both more effective and safer. Teacher coaches work with intra-mural school teams to provide opportunities to compete in soccer, volleyball, basketball, and baseball. As well checker and chess clubs, and a Student Council are supported by the staff and students.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN – Grade 3

Initial analysis by the staff of the data indicates that the grade 3 students are performing very well in these assessments. The students performed above both the Provincial and School Board levels in all three parts of the assessment. The staff is working on an in-depth analysis of the results. Although the students performed well, there are areas of concern being identified by our analysis. There is a large discrepancy in the reading results between the boys (33%) and the girls (77%). Plans will be developed to examine this discrepancy in performance in order to develop strategies to improve the performance of the boys. Writing shows a similar, although smaller difference that also needs to be addressed by the plan. In mathematics 100% of the boys performed at the 3,4 level with 85% of the girls achieving those levels. By tailoring the plan to address these gender differences we will narrow the gaps between these two groups, while improving overall performance. The data will be shared with the School Council and their input into the plan will be sought. The implementation of the Peel Numeracy Project will continue, and the Math Assessment Project materials will be utilized to ensure continued strength and growth in this area. The Writing Exemplars material from the ministry will be introduced to the students and the parents so they have a solid understanding of the performance levels of their writing, and the areas in which improvement needs to be focussed in order to move to a higher assessed level.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

1	Classes with Grade 3 Students
26	Grade 3 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
4%	Receiving Special Education support
46%	Boys
50%	Girls
4%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
4%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	100%	58%
I am a good reader.	92%	67%
I like to write.	92%	67%
I am a good writer.	85%	58%
I like mathematics.	92%	75%
I am good at mathematics.	62%	75%
I do reading that is not part of my work at school.	85%	50%
I do writing that is not part of my work at school.	69%	42%
I do mathematics that is not part of my work at school.	38%	42%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	58%	65%	92%
	60%	68%	92%
Girls	77%	77%	85%
	77%	77%	85%
Boys	33%	50%	100%
	36%	55%	100%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN – Grade 6

This was the first assessment of the grade 6 students in the province. We were pleased to see the results for both Reading and Math areas were above the averages for both the Board and the Province. We are concerned by the fact that Writing was assessed at a lower rate than the Board and the Province. An in-depth analysis is underway by the staff to determine the areas of most concern. These areas will be identified and addressed in the action plan to be developed. Again, a discrepancy appears between the scores of the boys and the girls in certain areas. In both Reading (83%-33%) and Writing (58%-20%), the girls are outperforming the boys to a significant degree. This is also evident in the results at the board level, but to a lesser degree. As we develop our response plan we will be specifically addressing our concerns in this area. There was absolutely no discrepancy in the area of Mathematics. The Writing Exemplars material from the ministry will be introduced to the students and the parents so they have a solid understanding of the performance levels of their writing, and the areas in which improvement needs to be focussed in order to move to a higher assessed level. The Grade 6 data will be shared with the School Council and their input into the plan will be sought, along with their support to acquire additional materials that our analysis indicates would help in our improvement plan. Plans will be developed and shared with the community by February 2000.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

1	Classes with Grade 6 Students
27	Grade 6 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
19%	Receiving Special Education support
56%	Boys
44%	Girls
0%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
0%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read.	75%	33%
I am a good reader.	75%	40%
I like to write.	50%	13%
I am a good writer.	58%	40%
I like mathematics.	33%	60%
I am good at mathematics.	50%	60%
I do reading that is not part of my work at school.	67%	27%
I do writing that is not part of my work at school.	50%	40%
I do mathematics that is not part of my work at school.	8%	40%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	56%	37%	67%
	62%	43%	67%
Girls	83%	58%	67%
	91%	64%	67%
Boys	33%	20%	67%
	38%	25%	67%
ESL students			
Non ESL students			
Receiving Special Education support			100%
			100%
Not Receiving Special Education support			59%
			59%

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

BELL-STONE PUBLIC SCHOOL

School Address:	6025 Whitechurch Road, Mount Hope, Ontario L0R 1W0	Principal:	Mr. G. Lister (off-site)
Telephone:	(905) 679-6168	Vice-Principal:	Mrs. J. Watt
Fax:	(905) 679-1144	Grade Levels:	J.K. - 6
		Enrolment:	

Bell-Stone Public School is located in the far south east area of the Hamilton Wentworth District School Board. Our school catchment area borders Trinity Church Road to the east, Haldimand Road to the south, Miles Road to the west and Twenty Road to the north. We are situated in a stable, rural community with many students having parents who attended the school themselves. The physical building consists of eight classrooms, all on one floor, and a 1993 addition of a wonderful, large gymnasium complete with stage, change rooms and an elevator to access the stage, a modern library and a resource room. Outside we have one of the largest elementary school playgrounds in the district complemented by a modern outdoor climber system and two basketball courts. Benches are being added this year to further complement the playground.

Bell-Stone is twinned with a larger K - 8 school, Mount Hope Public School, which is situated just over six kilometers north-west of Bell-Stone on Airport Road in Mount Hope. Our students complete their elementary education (Grades 7 and 8) at Mount Hope. Due to the rural nature of the school all of our students are bussed to school.

Bell-Stone enjoys an open, friendly relationship with the School Council whose members support students and staff through their commitment to upgrading our Computer Lab with the purchase of a network printer and various classroom materials for individual classes.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

GRADE 3

Initial analysis reveals a small increase in the areas of Writing and Mathematics with Reading scores having decreased in levels 3 & 4. Writing has gone up to 33% from 19% and Mathematics to 18% from 12%. Reading has dropped to 18% from 23%. Although increase was noted in two areas Bell-Stone is still well below the HWDSB's averages of 54% for Writing, 57% for Mathematics and 46% for Reading. Staff will be analyzing these results to plan and implement interventions/programs necessary in order to improve performance.

In the neediest area a plan has already been implemented to address Reading. The primary classes are all involved in the first year of implementing the language program, "Open Court". Supplementing that the whole school is involved in a school wide reading incentive program. We hope to involve the parents more through this program and also through our Parent Information Nights, the first of which will address parents' questions and concerns around "Open Court". This language program also addresses the area of Writing.

It should be noted that not enough Home Questionnaires were completed in order to provide the school with information to support or supplement the assistance which may be occurring out of school.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
1	Classes with Grade 3 Students			I like to read		78%	83%
24	Grade 3 students			I am a good reader		89%	83%
8%	In English as a Second Language Program (ESL)			I like to write		44%	25%
8%	Exempted in all three subjects			I am a good writer		67%	67%
12%	Receiving Special Education support			I like mathematics		33%	57%
58%	Boys	42%	Girls	I am good at mathematics		44%	75%
			0% Gender not specified	I do reading that is not part of my work at school		67%	50%
5%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		44%	33%
5%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		33%	25%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
	All students			17%	29%	17%	
				18%	33%	18%	
	Girls			0%	20%	10%	
				0%	22%	11%	
	Boys			29%	38%	21%	
				31%	42%	23%	
	ESL students						
	Non ESL students						
	Receiving Special Education support						
	Not Receiving Special Education support						
	French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component						

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Grade 6

Initial analysis of Bell-Stone's Grade 6 results at levels 3 & 4 are very encouraging. In both Writing and Mathematics students scored at 67%(Writing) and 47%(Mathematics) well above the HWDSB's averages of 42%(Writing) and 35%(Mathematics). In Reading Bell-Stone Grade 6 students are minimally below the board's average at 40%. The board's average is 42%. In looking at the results across the province Bell-Stone is below the provincial Reading average of 48% and above the provincial Writing average of 50% and the provincial Mathematics average of 45%.

Results from the Home Questionnaire indicate more time spent by parents with their children in the stronger areas of Writing and Mathematics. Listening to and reading with their older children would be an area in which parents could be encouraged to take a more active role.

Bell-Stone's school wide reading program would serve to encourage parents to assist in the improvement of those reading scores. Staff will be analyzing these results to plan and implement interventions/programs necessary to maintain and/or improve performance in all areas.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)			Attitudes (Grade 6) (percent saying yes)		Girls	Boys
1	Classes with Grade 6 Students		I like to read	-	55%	
15	Grade 6 students		I am a good reader	-	45%	
0%	In English as a Second Language Program (ESL)		I like to write	-	64%	
0%	Exempted in all three subjects		I am a good writer	-	45%	
13%	Receiving Special Education support		I like mathematics	-	100%	
80% Boys	20% Girls	0% Gender not specified	I am good at mathematics	-	45%	
0%	Of the students said they speak only or mostly in another language at home		I do reading that is not part of my work at school	-	73%	
0%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school	-	18%	
			I do mathematics that is not part of my work at school	-	36%	
Overall Achievement (Grade 6) (percent at performance level)			Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
	All students		40%	67%	47%	
	Girls		40%	67%	47%	
	Boys		40%	67%	47%	
	ESL students		40%	67%	47%	
	Non ESL students		40%	67%	47%	
	Receiving Special Education support		40%	67%	47%	
	Not Receiving Special Education support		40%	67%	47%	

* dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

444 Hughson St. N.
Hamilton, Ont. L8L 4N5
(905) 526-7666

Principal: Mrs. Margaret Schneider
Enrolment: 260
HWDS Board: (905) 527-5092, #2631

Bennetto Middle School has a student population of 260 students in grades 6, 7 and 8.

Bennetto is located in the industrial north-east area of Hamilton. This community is composed of multi-cultural, multi-language population including refugees and immigrants. A full range of social-economic conditions exist. There is a higher percentage of unemployment and low income families as compared with the rest of Hamilton.

As compared to the City of Hamilton, the north end of Hamilton has a number of high risk indicators which results in extra supports needed in the community and in the school. Bennetto has a Comprehensive Special Education class and an English as a Second Language Program (ESL). Parents of the students in need of ESL are able to offer very little support in the acquisition of Communication Skills or Cognitive Language Proficiency. The school's Learning Resource Program and Guidance program supports students with special needs.

The Parent Council is a valued partner and work hard to create a positive learning environment.

SCHOOL RESPONSE and INTENT FOR ACTION

The Staff is examining these results. The work of students who achieved below the provincial standard (Level 3) will be analyzed to determine where specific interventions are required. The numbers performing at levels 3 and 4 in Reading (17%), Writing (23%) and Mathematics (11%) do not meet our expectations. Possible reasons and solutions will need further analysis and discussion. A plan for improvement will be developed in January 2000 with input from our School Council.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999			
Demographics (Grade 6)			Attitudes (Grade 6)
			(percent saying yes)
4	Classes with Grade 6 Students		I like to read.
83	Grade 6 students		I am a good reader
11%	In English as a Second Language Program (ESL)		I like to write
2%	Exempted in all three subjects		I am a good writer
6%	Receiving Special Education support		I like mathematics
41%	Boys	59% Girls	I am good at mathematics
16%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school
18%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school
			I do mathematics that is not part of my work at school
Overall Achievement (Grade 6)			Mathematics
(percent at performance level)			Levels 3,4
All students			23%
			23%
Girls			33%
			33%
Boys			9%
			9%
ESL students			22%
			22%
Non ESL students			23%
			24%
Receiving Special Education support			-
Not Receiving Special Education support			-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

BEVERLY CENTRAL/LYNDEN UNIT

This Unit is comprised of two Junior Kindergarten to Grade 5 schools in the Town of Flamborough. They share one Principal and each has a Designated Teacher, who, in addition to a full-time teaching assignment is also responsible for the site when the Principal is at the other school. The schools are approximately a 15 minute drive apart.

For the past 2 years, EQAO results have been released for the combined unit, in spite of requests for separate reports. This year each school's results has been published separately. Therefore, it is difficult to determine where changes have occurred; however, these 1999 results will serve as a baseline to gauge future improvements at each site.

BEVERLY CENTRAL SCHOOL

School Address: 1346 4th Con. W.
R. R.#1, Troy L0R 2B0
Telephone: 905-628-6250
Fax No. 905-628-6250

Principal: Mrs. V. Brierley
Grade Levels: JK-5
Enrolment: 174 students
Families: 132

Beverly Central School is located at the intersection of Westover Road and 4th Concession Rd. West. This is primarily a rural community, surrounded by farmland with a variety of small businesses in the vicinity. It has an enrollment of 160 students in regular classes as follows: one Junior Kindergarten; one Senior Kindergarten; one Grade 1/2; one Gr. 2; one Gr 3; one Gr. 3/4; and one Gr. 5. In addition it has 2 special classes: a Junior Comprehensive/communication class and a class for Developmentally Delayed students. These two classes serve students from the catchment area as well as those from surrounding areas. The children are all bussed to school. The staff consists of 6 regular class teachers; 2 special class teachers; 2 part-time resource teachers; a half-time librarian/computer teacher; itinerant teachers for French and Music; 5 educational assistants; one secretary, one custodian and one cleaner. All staff are highly qualified and possess specialist certification in areas such as Primary and Junior Education, Reading, Computers, Music, Art, Special Education, Guidance, Signing, Physical Education and French. The school has a well-equipped gymnasium with a stage, a separate library with computer area, a large fenced playground and enclosed primary play area both with playground equipment. The school is completely wheelchair accessible.

Parental support is obvious by the numerous volunteers for academic assistance; an active Home & School Association and parent representatives on the School Council. Activities at the school include Skipping Club (as well as the Demonstration Skipping team for the Jump Rope for Heart), Intramural Sports; Student Council; numerous trips; monthly assemblies and theme days.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

In an analysis of our current practices, staff noted that we made the transition to a new math program school-wide, half-way through last year and we expect improved results next year in math as both staff and students become more familiar with this new format.

We were concerned about the low % of students who responded positively in the "attitudes" section - is there a co-relation between a student's self-perception and achievement and how would that be measured? We did agree that additional practice would improve results.

Therefore, in both areas of language, in addition to direct teaching of skills, we decided to focus on increasing the amount of time students spend practising the skills of reading and writing, both at home and at school. Most classes have an "incentive" type of program for reading (charting, bonus bucks, Book-It program, etc.). There will be an increased emphasis placed on full participation in these programs by all students with an effort made to reach especially those students whose families are not supportive of homework, through increased school-based incentives and monitoring.

In addition, we are continuing our early language interventions through our resource programs. These programs include: "Auditory Discrimination in Depth", "Phonemic Synthesis" and "Reading Recovery" strategies. Our primary division continues with its implementation of "Jolly Phonics". It will be interesting to see what impact this program has on the results of our Grade 3 students of 2001, since they will be the first Grade 3 class to have been through the Jolly Phonics Program.

In the area of writing, the newly purchased teacher resource modules for our "Collections" language arts program contain "Strategy Cards" which outline grammatical structures and creative writing techniques. Teachers will attempt to include these lessons in conjunction with the prescribed reading selections.

In addition, extra writing practice will be encouraged at home; however, since of a number of teachers expressed concern about parents who did not monitor homework, we would first try to determine if there is parental support for this direction. If so, regular writing practice will be assigned as homework to supplement the work done at school. If not, additional writing practice will be school-based.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		56%	47%
24	Grade 3 students	I am a good reader		56%	53%
0%	In English as a Second Language Program (ESL)	I like to write		44%	53%
0%	Exempted in all three subjects	I am a good writer		44%	27%
33%	Receiving Special Education support	I like mathematics		22%	53%
62%	Boys	I am good at mathematics		11%	33%
36%	Girls	I do reading that is not part of my work at school		44%	33%
0%	Gender not specified	I do writing that is not part of my work at school		22%	27%
4%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		22%	40%
0%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		38%	46%	54%	
		38%	46%	54%	
Girls		33%	33%	56%	
		33%	33%	56%	
Boys		40%	53%	53%	
		40%	53%	53%	
ESL students		-	-	-	
		-	-	-	
Non ESL students		-	-	-	
		-	-	-	
Receiving Special Education support		12%	25%	25%	
		12%	25%	25%	
Not Receiving Special Education support		50%	56%	69%	
		50%	56%	69%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	
		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Billy Green School



School Address: 1105 Paramount Dr. N.
Stoney Creek, Ontario
L8J 1W2
Telephone: (905) 573-3505
(905) 573-7330

Principal: David MacKenzie
Grade Levels: JK-8
Enrolment: 372
HWDSB Information: (905) 527-5092 ext. 2414

Billy Green School is located in the upper Stoney Creek area in a survey that has been established for eighteen years. The predominant language is English with some Spanish influence. Billy Green School hosts the Grade 7 and 8 Family Studies and Design Technology programs for Janet Lee, Mount Albion, Green Acres and Tapleystown Schools in addition to our own Billy Green School students. We also have a Junior Comprehensive Communication class and a Learning Centre.

The YMCA First Base program is available for a "before and after school" program for school age children. Several community groups use the school for evening programs. These include many children's groups like Brownies, Cubs, Pathfinders and a local soccer group.

To support our school goals in the areas of Literacy, Numeracy, Technology and Social Skills we have a variety of programs in place. Excellence in Literacy is promoted through early intervention programs, Reading Buddies, Barnaby the Bookworm, McCracken Spelling, daily journal writing and author visits. Use of a Mathematics program consistent throughout the school and support through the purchase of resources and materials are key. Our Social Skills initiatives include Student Responsibility Teams, and the use of the Lions Quest "Skills for Growing" and "Skills for Adolescence" programs in all classes Grade 1-8. As part of the School Plan for 1999-2000 the Technology focus is on providing support to our computer lab; many successes have been achieved in this area through the use of the new Pentium computers.

We have an extensive co-curricular and extracurricular program for our students. This includes Student Council, drama involvement, intramural and interschool sports. We provide leadership opportunities for our students as lunch monitors, Playground Leadership Program members, Intermediate Sports Council members, Student Council members, and Environment Committee members.

Billy Green School has a very active School Council that has been in place with a formal constitution for five years.

At Billy Green School

We believe in...

- ... academic excellence
- ... a safe, inviting environment for all
- ... building a sense of family/community

- ☉ BELONGING
- ☉ GROWING
- ☉ SUCCESSFUL

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Our EQAO/School Profile Committee comprised of members of school staff and of the Billy Green School Council will continue to examine and analyze the EQAO school results data. This committee will review the EQAO School Action Plan developed by the teaching staff.

One goal discussed by the Committee will be to improve the results of students at Level 2 in order for them to reach the provincial standard.

The Primary division staff will analyze the specific strengths and weaknesses shown in the school results to change any applicable programming. We will spend money to support programs in the Reading and Mathematics areas, such as Open Court and Math Quest 2000.

The Grade 3 students performing at Level 3 and above in Reading (49%), Writing (63%), and Math (47%) indicate strengths in the writing programs being offered in the classrooms. The numbers performing at Levels 3 and 4 in Reading and Math do not meet our expectations.

We will reinforce with both genders of students the importance of believing in their abilities and celebrating their strengths.

The parent/staff EQAO Committee will continue to monitor the strategies once the analysis is complete.

A presentation about the school EQAO results will be made at the December School Council meeting. The Billy Green School profile pamphlet will also be updated in order to share our successes with our school community.

Grade 3 and Grade 4 Assessments of Reading and Writing and Mathematics 1998-1999			
Demographics (Grade 3)		Attitudes (Grade 3) (percent saying yes)	Girls Boys
3	Classes with Grade 3 Students	I like to read	85% 84%
19	Grade 3 students	I am a good reader	100% 64%
0%	In English as a Second Language Program (ESL)	I like to write	90% 84%
6%	Exempted in all three subjects	I am a good writer	100% 80%
2%	Receiving Special Education support	I like mathematics	60% 56%
53%	Boys 47% Girls 0% Gender not specified	I am good at mathematics	50% 14%
0%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	80% 48%
4%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	60% 52%
		I do mathematics that is not part of my work at school	60% 32%
Overall Achievement (Grade 3)		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
All students		49% 53%	63% 69%
Girls		61% 70%	74% 85%
Boys		38% 40%	54% 56%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		-	-
Not Receiving Special Education support		-	-
Mathematics		Levels 3,4	
All students		47% 51%	
Girls		57% 65%	
Boys		38% 40%	

For each assessment, Grade 3 students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A 19th is used where the number of students in a group is lower than 5 and results are not reported.

Method 1 (shaded) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Billy Green School

18

School Address: 1105 Paramount Dr. N.
Stoney Creek, Ontario
L8J 1W2
Telephone: (905) 573-3505
Fax: (905) 573-7330

Principal: David MacKenzie
Grade Levels: JK-8
Enrolment: 372
HWDSB Information: (905) 527-5092 ext. 2414

Billy Green School is located in the upper Stoney Creek area in a survey that has been established for eighteen years. The predominant language is English with some Spanish influence. Billy Green School hosts the Grade 7 and 8 Family Studies and Design Technology programs for Janet Lee, Mount Albion, Green Acres and Tapleystown Schools in addition to our own Billy Green School students. We also have a Junior Comprehensive Communication class and a Learning Centre

The YMCA First Base program is available for a "before and after school" program for school age children. Several community groups use the school for evening programs. These include many children's groups like Brownies, Cubs, Pathfinders and a local soccer group.

To support our school goals in the areas of Literacy, Numeracy, Technology and Social Skills we have a variety of programs in place. Excellence in Literacy is promoted through early intervention programs, Reading Buddies, Barnaby the Bookworm, McCracken Spelling, daily journal writing and author visits. Use of a Mathematics program consistent throughout the school and support through the purchase of resources and materials are key. Our Social Skills initiatives include Student Responsibility Teams, and the use of the Lions Quest "Skills for Growing" and "Skills for Adolescence" programs in all classes Grade 1-8. As part of the School Plan for 1999-2000 the Technology focus is on providing support to our computer lab; many successes have been achieved in this area through the use of the new Pentium computers

We have an extensive co-curricular and extracurricular program for our students. This includes Student Council, drama involvement, intramural and interschool sports. We provide leadership opportunities for our students as lunch monitors, Playground Leadership Program members, Intermediate Sports Council members, Student Council members, and Environment Committee members.

Billy Green School has a very active School Council that has been in place with a formal constitution for five years.

At Billy Green School

We believe in...

... academic excellence
... a safe, inviting environment for all
... building a sense of family/community

☺ BELONGING
☺ GROWING
☺ SUCCESSFUL

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Our EQAO/School Profile Committee comprised of members of school staff and of the Billy Green School Council will continue to examine and analyze the EQAO school results data. This committee will review the EQAO School Action Plan developed by the teaching staff.

One goal discussed by the Committee will be to improve the results of students at Level 2 in order for them to reach the provincial standard.

The Junior division staff will analyze the specific strengths and weaknesses shown in the school results to change any applicable programming. We will spend more to support programs in the Reading and Mathematics areas, such as Open Court and Math Quest 2000.

The Grade 6 students performing at Level 3 and above in Reading (54%), Writing (59%) and Math (59%) are a reflection of current strong programs being offered and a good base to build on for future assessments.

We will reinforce with both genders of students the importance of believing in their abilities and celebrating their strengths.

The parent/staff EQAO Committee will continue to monitor the strategies once the analysis is complete.

A presentation about the school EQAO results will be made at the December School Council meeting. The Billy Green School profile pamphlet will also be updated in order to share our successes with our school community.

Demographics (Grade 6)		Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Attitudes (Grade 6)		Girls		Boys	
				(percent saying yes)					
7	Classes with Grade 6 Students			I like to read		52%	22%		
46	Grade 6 students			I am a good reader		67%	43%		
0%	In English as a Second Language Program (ESL)			I like to write		57%	22%		
0%	Exempted in all three subjects			I am a good writer		62%	22%		
9%	Receiving Special Education support			I like mathematics		52%	48%		
52%	Boys	48%	Girls	I am good at mathematics		38%	48%		
2%	Of the students said they speak only or mostly in another language at home		0%	I do reading that is not part of my work at school		67%	57%		
7%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		52%	26%		
				I do mathematics that is not part of my work at school		29%	22%		
Overall Achievement (Grade 6)		Reading		Writing		Mathematics			
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4			
		All students		54%		59%		59%	
				57%		60%		60%	
		Girls		59%		73%		64%	
				59%		73%		64%	
		Boys		50%		46%		54%	
				55%		48%		57%	
		ESL students		-		-		-	
		Non ESL students		-		-		-	
		Receiving Special Education support		-		-		-	
		Not Receiving Special Education support		-		-		-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 includes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

BUCHANAN PARK SCHOOL

School Address: 30 Laurier Avenue
Hamilton, ON L9C 3R9
Telephone: (905) 387-5212
Fax Number: (905) 387-5268

Principal: Mrs. K. Watters
Grade Levels: JK to Grade 5
Enrolment: 305 students
Families: 220

Buchanan Park Public School is located between Garth and West 5th Street and Mohawk Road and Fennell Avenue. The school was built in 1960 and serves approximately 305 students. The school abuts Buchanan Park and there are strong ties to our community. The community is very involved in the school with an active School Council and over twenty volunteers. All Special Education students are in regular class placements with integration into the Learning Resource Center, which services over thirty students.

The school abuts Buchanan Community Park, sharing recreational equipment and facilities. Our school is used for various community meetings and a strong partnership has been established through evening meetings, workshops and special events. School priorities have included a focus on Reading (Open Court), Curriculum - Mathematics (new Ministry documents) and Safe Schools (discipline code and social skills). The staff and community have formed a strong team and provide a wide variety of special events at Buchanan Park School. The students, staff and community have been involved in a Christmas Bazaar, an outstanding Opera and a Spring Fun Fair. We are a "team" that strives for excellence and believe that academic excellence and accountability are worthwhile goals.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff are carefully reviewing the EQAO results. We are concerned about the difference between our 1997 and the 1998 results. 42% of our students performed at levels 3 and above in Reading, 42% in Writing and 40% in Mathematics. Overall, these results do not meet the school's expectations. Reasons and solutions will be analyzed. An Action Plan to address these concerns will be implemented by the Curriculum Action Team. In overall achievement, at levels 3 and above, girls attained a score of 52% in Reading, 48% in Writing and 48% in Mathematics. Boys demonstrated weaker skills in Reading (32%) and Writing (36%) and Mathematics (32%).

It is important to note that 19% of the students said they speak as often in English as in another language at home and that 21% of the students were receiving Special Education support. A similar proportion of girls felt they were good at writing (57%) and Mathematics (52%) and 74% felt they were good readers. While 80% of the boys felt they were good at writing, only 64% felt they were good readers and 68% felt they were good at Mathematics. These results indicate that attention must be focussed on skills in, and attitudes towards, Mathematics. We welcome any parent participation in the development of our EQAO Action Plan. Please contact Mrs. Watters for further information.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3) (percent saying yes)	Girls	Boys
2	Classes with Grade 3 Students	I like to read	87%	68%
48	Grade 3 students	I am a good reader	74%	64%
0%	In English as a Second Language Program (ESL)	I like to write	74%	68%
0%	Exempted in all three subjects	I am a good writer	57%	80%
21%	Receiving Special Education support	I like mathematics	57%	68%
52%	Boys	I am good at mathematics	52%	68%
48%	Girls	I do reading that is not part of my work at school	43%	28%
0%	Gender not specified	I do writing that is not part of my work at school	52%	36%
4%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school	43%	32%
19%	Of the students said they speak as often in English as in another language at home			
Overall Achievement (Grade 3)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3 & 4	Levels 3 & 4	Levels 3 & 4
All students		42%	42%	40%
Girls		52%	48%	48%
Boys		32%	36%	32%
ESL students				
Non ESL students				
Receiving Special Education support		10%	10%	10%
Not Receiving Special Education support		50%	50%	47%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component				

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

BURKHOLDER MIDDLE SCHOOL

Address: 430 East 25th Street

Hamilton, Ontario L8V 3B4

Phone: (905) 388-1130

Fax: (905) 318-1929

Principal: Mr. P.R. Morgan

Grade Levels: 6 - 8

Enrolment: 378

e-mail Address: burkhold@hwdsb.on.ca

Burkholder Middle School entered November 1999 with 386 students, distributed among 5 Grade 6 classes, 4 Grade 7 classes and 4 Grade 8 classes. This represents an increase from the the 1998-99 enrollment figures of 367 students among 4 classes within each of the grades. Average class size of the 1998-99 Grade 6 classes involved in this EQAO Assessment was 32. The average class sizes by grade for the current school year is as follows: Grade 6 @ 28; Grade 7 @ 31; and Grade 8 @ 30. Within the current student body, 37 students have been identified as Exceptional Regular Class and are receiving regular programming support through our Learning Resource Teacher staff of 2.0. In addition some 40 students have been targeted as at risk students and are receiving various levels of support through LRT or other teaching staff members. During the '98-99 school year 1.5 Educational Assistants were available to assist in such support. This resource has been totally eliminated for the 1999-2000 school year. Burkholder's catchment primary-junior feeder schools include Franklin Road, Helen Detwiler, and Thornebrae Elementary Schools which account for approximately 75% of the 1998-99 Grade 6 cohort. Students in the test group also arrived at Burkholder from 14 other Elementary / Middle Schools within the HWDSB and 10 from outside the Board.

Structurally, the Burkholder Middle School site is a 2-story building, re-opened in 1988 as a Middle School, which is functioning at approximately 148% capacity. The additional space required to support this population has been found via the addition of 6 portables which are in full-time use.

The Burkholder School Community can be found in a relatively narrow band which extends roughly between Upper Wentworth and Upper Sherman from west to east and from the south side of Fennell Avenue East, north to the City Limits, south of Rymal Road. The resulting catchment area has meant that some 70% of Burkholder students are transported to and from school by school bus. Some 330 families are represented by the student population. Of this number 113 or 34% are from single parent households. The community represents families from a very broad socio-economic range, with significant concentrations of subsidized townhome developments. The 1996 Census indicates the average income within the school district to be \$54,300

Burkholder has continued to offer a broad range of co-curricular activity including; Interscholastic Sports (Cross-country, Volleyball, Basketball, Softball, Swimming), Intramural Athletics, Computer Club, Yearbook, Band, Checkers, and student Council. Student involvement with and support for community partners such as Neighbour to Neighbour, Macassa Lodge Volunteer Programs, and Meals On Wheels have been long-standing sources of pride and contributed to the overall experience for many Burkholder students.

SCHOOL RESPONSE AND INTENT FOR ACTION:

Parents have received their children's results and have been invited to discuss them with the school, a number of which have already done so. The school and system results will be shared with our School Council. The results will continue to be analyzed by school staff in context with on-going student assessments and the school plan. Directions for improvements in targeted areas will be identified as part of our action plan and reviewed in context with our school plan. General goals will be to continue to reflect on our school organization, the delivery of the Ontario Curriculum and on instructional methods in order to support student learning. The impact of changes already in place for this school year will be monitored carefully in relation to the results on the EQAO testing scheduled for this school year. The significant differences between male and female student results are a source of concern and need also to be explored.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
4	Classes with Grade 6 Students	I like to read		75%	49%
125	Grade 6 students	I am a good reader		81%	49%
3%	In English as a Second Language Program (ESL)	I like to write		65%	33%
5%	Exempted in all three subjects	I am a good writer		62%	48%
14%	Receiving Special Education support	I like mathematics		42%	42%
57%	Boys	I am good at mathematics		48%	57%
43%	Girls	I do reading that is not part of my work at school		60%	39%
0%	Gender not specified	I do writing that is not part of my work at school		60%	39%
7%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		33%	35%
10%	Of the students said they speak as often in English as in another language at home				

Overall Achievement (Grade 6)		Reading		Writing		Mathematics	
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4	
All students		27%		30%		22%	
		29%		33%		24%	
Girls		39%		46%		30%	
		42%		50%		32%	
Boys		18%		18%		17%	
		20%		20%		18%	
ESL students		-		-		-	
		-		-		-	
Non ESL students		-		-		-	
		-		-		-	
Receiving Special Education support		0%		6%		0%	
		0%		7%		0%	
Not Receiving Special Education support		32%		35%		26%	
		34%		37%		28%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

CARDINAL HEIGHTS MIDDLE SCHOOL

School Address: 70 Bobolink Road
Hamilton, Ontario L9A 2P5

Telephone: (905) 385-5344 **Fax:** (905) 385-7322

Principal: Mr. J. Mackrory

Grade Levels: 6 – 8

Enrolment: 510 students

Families:

Cardinal Heights is a middle school situated on the central mountain in Hamilton. The school community is comprised of a variety of socio-economic/ethnic backgrounds as well as levels of education. Many families have two working parents. Approximately 21% of our students receive resource assistance through a balance of in-class support and/or withdrawal to the Resource Program as well as a Behavioural Exceptionalities class with students integrated into the regular program. School Plan priorities include Ontario Curriculum implementation; Assessment/Evaluation – Implementation of the Ministry Report Card; EQAO Action Planning; and the implementation of the new Advisor Program – Choices Into Action. Our school has an active and supportive parent community and the School Council is very interested in the directions the school has undertaken and is a valued partner working to create a positive learning environment for students. Parent volunteers are welcomed. At the adolescent stage, there is a need for a more active role on the part of parents in the students' lives but a fine line exists as a result of the students looking for more freedom in their decision-making.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff of Cardinal Heights is presently working on a detailed analysis of the EQAO results. Overall 46% of our students achieved level 3 (Provincial Standard) and level 4 in Reading, while 46% achieved level 3 (Provincial Standard) and level 4 in Writing. In the home questionnaires, it is indicated that a high number of parents "encourage their children to read materials that are not part of their work for school" and in the area of writing, a significant majority of parents model daily writing practices. Only 20% of students achieved level 3 or higher in mathematics. The lowest results occurred in the application of skills previously acquired to a problem solving model and the communication of mathematical processes utilizing mathematical language. The home questionnaires indicated that most parents do not actively encourage their children to apply mathematical concepts outside of the classroom environment.

Analysis of the number of students at level 3 and above in Mathematics is a reflection of the following factors:

1. This was the initial experience for our Grade 6 students in taking a standardized test which is based on a problem solving model.
2. Recently there have been significant Ministry-Directed changes in the program focus for mathematics and in the model of program delivery.

Therefore, these results need to be considered as baseline data for future program initiatives and for measuring improved student performance on future EQAO tests. Although these findings do not differ significantly from the overall provincial results, this baseline data indicates a need for a more in depth analysis of the testing results, particularly in the area of mathematics. There will then be a determination of the specific kinds of interventions that may be necessary to improve student performance. It should also be noted that gender did not appear to influence the overall results in any component of the test. The staff of Cardinal Heights will meet to develop an action plan to address improved student performance during the month of January. A committee will be formed which will include School Council representation. The Action Plan will outline specific strategies to target areas requiring intervention which will be incorporated into the directions for the present School Plan. The Plan will be presented to the School Council during the week of January 24th with final submission to the Board February 11th, 2000.

GRADE 6 ASSESSMENTS OF READING, WRITING AND MATHEMATICS 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6) (percent saying yes)	Girls	Boys
6	Classes with Grade 6 students	I like to read.	35%	31%
147	Grade 6 students	I am a good reader.	51%	65%
1%	In English as a Second Language Program (ESL)	I like to write.	46%	31%
4%	Exempted in all three subjects	I am a good writer.	40%	45%
14%	Receiving Special Education support	I like mathematics.	33%	33%
61%	Boys	I am good at mathematics.	37%	59%
39%	Girls	I do reading that is not part of my work at school.	37%	30%
1%	Gender not specified	I do writing that is not part of my work at school.	46%	30%
2%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.	19%	24%
5%	Of the students said they speak as often in English as in another language at home			

OVERALL ACHIEVEMENT

(percent at performance level)	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	46%	46%	20%
	49%	49%	22%
Girls	53%	54%	23%
	57%	60%	25%
Boys	43%	42%	19%
	45%	44%	20%
ESL Students	-	-	-
Non ESL Students	-	-	-
	-	-	-
Receiving Special Education support	14%	24%	5%
	19%	33%	6%
Not Receiving Special Education support	52%	50%	23%
	53%	51%	24%

C.B. Stirling

EQAO Report

1998-99

Address: 340 Queen Victoria Drive
Hamilton, Ontario L8W 1T9
Telephone (905) 385-5374

Principal Carol Scaini
Grade level: JK – 8
Enrolment: 520 students

C.B. Stirling is a Junior Kindergarten to Grade 8 school located on the East Mountain. The school services a population of about 525 students, all of whom are able to walk to school. The catchment area is a varied socio-economic neighbourhood that has a mix of single family homes, townhouses and subsidized housing. Approximately 10% of our students come from homes where English is not the first language spoken in the home. C.B. Stirling has an active Home & School Association as well as an informed School Council. Parents are involved in all aspects of the school operation and are vital partners in the education of their children. In June 1999 we recognized the contributions of over 45 volunteers in the school.

Grade 3

Our learning centre supports 20% of our primary population with remedial programming as well as program accommodations. Academic support is offered to both identified as well as students at risk. Our curriculum focus for the 1998-99 school year was on improving Math achievement, particularly in the area of Communicating Math Knowledge. The number of students achieving at levels 3 & 4 increased from 38% in 1997-98 to 53% in 1998-99. Our other area of focus was in Writing, however, we did not see gains in achievement in this area and we will need to re-examine our strategies.

School Response and Intent for Action Plan

The primary and junior teachers will examine teaching practices in reading and writing. Issues to be addressed are the match of activities in the reading program with the activities expected in the EQAO test, the amount of time spent on tasks that will increase skills, the types of writing tasks completed by students and the consistency of reading and writing instruction in the primary and junior grades.

We intend to review last year's plan and to develop an action plan to address areas of concern. This plan will involve planning by grade teams in conjunction with learning centre personnel.

Parents will be invited to an information meeting to discuss the school results of the assessment.

Demographics – Grade 3

2 classes with Grade 3 students
51 grade 3 students
6% in English as a Second Language Program (ESL)
10% Exempted in all three subjects
16% Receiving Special Education support
53% Boys 47% Girls
4% of the students said they speak only or mostly in another language at home
10% Of the students said they speak as often in English as in another language at home

Attitudes

	Girls	Boys
I like to read	71%	65%
I am a good reader	50%	62%
I like to write	67%	62%
I am a good writer	58%	62%
I like mathematics	67%	81%
I am good at math	54%	81%
I do reading that is not part of my work at school	67%	73%
I do writing that is not part of my work at school	42%	50%
I do mathematics that is not part of my work at school	29%	42%

Overall Achievement – Grade 3

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	35%	33%	57%
	42%	37%	63%
Girls	46%	33%	62%
	52%	36%	68%
Boys	26%	33%	52%
	32%	38%	58%

Grade 6

Our Learning Centre and Special Education staff support 22% of our Grade 6 population with remedial programming and program accommodations. Students who are identified and students "at risk" receive academic support both in the regular class and in our Learning Centre. Our curriculum focus for the 1998-99 school year was on implementing the New Ontario Curriculum with an emphasis on Language, Math and Science. A focus this year was on improving Math achievement, particularly in the area of Communicating Math Knowledge. We will continue to emphasize these areas and we also want to identify strategies that allow students to demonstrate Level 4 performance.

School Response and Intent for Action Plan

The results from this first year of Grade 6 EQAO testing provide a baseline for us and give us programming direction for next year. The Junior Team (two teachers from each Grade 4, 5, and 6) will examine achievement in specific strands. The performance at Levels 2 and 3 in Reading (42%), Writing (39%) and Mathematics (34%) are of particular concern. 58% of the boys reported that they like mathematics, while only 34% of the girls felt that way. 72% of the girls reported that they do writing that is not part of their work at school while only 42% of the boys participate in that activity out of school time. It is our plan this year to identify and implement strategies that will improve student performance in math, in particular Geometry & Spatial Sense and to improve students' communication skills both in writing and in communicating their math knowledge in numbers, words and pictures.

Demographics – Grade 6

Boys	
2 classes with Grade 6 students	
51 grade 6 students	
4% in English as a Second Language Program (ESL)	
6% Exempted in all three subjects	
22% Receiving Special Education support	
39% Boys	61% Girls
12% of the students said they speak only or mostly in another language at home	
4% of the students said they speak as often in English as in another language at home	

Attitudes

Girls

I like to read	55%	42%
I am a good reader.	59%	53%
I like to write	48%	47%
I am a good writer	45%	42%
I like mathematics	34%	58%
I am good at mathematics	41%	53%
I do reading that is not part of my work at school	62%	53%
I do writing that is not part of my work at school	72%	42%
I do mathematics that is not part of my work at school	31%	32%

Overall Achievement – Grade 6

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	35%	31%	24%
	38%	33%	25%
Girls	42%	32%	23%
	45%	34%	24%
Boys	25%	33%	25%
	26%	32%	26%

- Method 1 (in bold print) includes students who were exempted and students for whom no data were collected
- Method 2 excludes students who were exempted and students who did not complete any work during the assessment

School Address: 99 Dunham drive

Principal: Mrs. G. Patti-Buntam

Ancaster, Ont. L9G 1X7

Grade Levels: JK to Grade Six

Telephone

(905) 648-4353

Enrolment: 298 students

Fax

(905) 648-9291

Families: 200

C. H. Bray is a thriving school within an involved and interested community. The original building, constructed in 1953, consists of seven classrooms, a gymnasium, library and computer lab. In 1992 a portapak was added consisting of four classrooms, a Resource and a French classroom. Our catchment area borders Wilson Street to the South, Lower Lion's Club Road to the East, Alberton to the West and Highway 99 to the North. English is the main language spoken in the student's homes. Currently there are no ESL students enrolled.

The school's Resource teacher supports and withdraws students with special needs. Weekly in-school meetings are held with a team of teachers to discuss teaching strategies to address specific learning difficulties. Fifty junior students are members of the Peer Mediation Team, Bus and Walking Patrols. Primary grade students are involved with the All Star Reading program. Most classes are paired for Reading Buddies and some for computer lessons. Students use a wide variety of educational computer programs several times weekly and some are in E-mail contact with students in other countries. Bray is blessed with a wealth of parent and community volunteers. Students from Ancaster High School also work daily with students in all grades. Staff and community offer our students a wide variety of extracurricular activities, for example sports, choirs and a Strings program.

After reviewing the Grade Three results, with our staff we noted an improvement in Geometry and Spatial Sense which was one area identified from last year. Communication of Required Knowledge, in mathematics, remains a concern with only 37% at levels 3 and 4. This category is related to 42% at levels 3 and 4 in Understanding of Concepts in Mathematics. For writing the weakest category was in Reasoning with 53% at levels 3 and 4. Overall the results in reading are below our expectations with the exception of 69% of students at levels 3 and 4 in Application of Language Conventions. The primary staff will continue their analysis of the Grade Three results. We will study the Anchor papers to determine teaching strategies and resources that will improve our student performance. A school action plan will be developed for February 2000. This plan will be shared with our School Council and interested parents in January and their suggestions will be incorporated.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3) (percent saying yes)		Girls	Boys
2	Classes with Grade 3 Students			I like to read		100%	67%
36	Grade 3 students			I am a good reader		83%	53%
0%	In English as a Second Language Program (ESL)			I like to write		78%	53%
0%	Exempted in all three subjects			I am a good writer		89%	67%
3%	Receiving Special Education support			I like mathematics		78%	73%
44%	Boys	56%	Girls	I am good at mathematics		61%	87%
0%	Of the students said they speak only or mostly in another language at home		0%	Gender not specified		78%	53%
9%	Of the students said they speak as often in English as in another language at home			I do reading that is not part of my work at school		61%	40%
				I do writing that is not part of my work at school		50%	53%
				I do mathematics that is not part of my work at school			
Overall Achievement (Grade 3) (percent at performance level)				Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
All students				50%	61%	67%	
Girls				50%	61%	67%	
Boys				55%	70%	65%	
ESL students				55%	70%	65%	
Non ESL students				44%	50%	69%	
Receiving Special Education support				44%	50%	69%	
Not Receiving Special Education support							
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component							

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

C. H. Bray School School Summary for Grade Six

School Address: 99 Dunham drive
Ancaster, Ont. L9G 1X7

Principal: Mrs. G. Patti-Buntam

Telephone (905) 648-4353

Grade Levels: JK to Grade Six

Fax (905) 648-9291

Enrolment: 298 students

Families: 200

C. H. Bray is a thriving school within an involved and interested community. The original building, constructed in 1953, consists of seven classrooms, a gymnasium, library and computer lab. In 1992 a portapak was added consisting of four classrooms, a Resource and a French classroom. Our catchment area borders Wilson Street to the South, Lower Lion's Club Road to the East, Alberton to the West and Highway 99 to the North. English is the main language spoken in the student's homes. Currently there are no ESL students enrolled.

The school's Resource teacher supports and withdraws students with special needs. Weekly in-school meetings are held with a team of teachers to discuss teaching strategies to address specific learning difficulties. Fifty junior students are members of the Peer Mediation Team, Bus and Walking Patrols. Primary grade students are involved with the All Star Reading program. Most classes are paired for Reading Buddies and some for computer lessons. Students use a wide variety of educational computer programs several times weekly and some are in E-mail contact with students in other countries. Bray is blessed with a wealth of parent and community volunteers. Students from Ancaster High School also work daily with students in all grades. Staff and community offer our students a wide variety of extra-curricular activities, for example sports, choirs and a Strings program.

After analysis of our Grade Six results teachers identified Organization of Ideas in reading as one area on which to improve. Sixty-one percent of students were at levels 3 and 4. Sixty-eight percent, were at levels 3 and 4, in both Reasoning and Organization of Ideas for writing. The Anchor papers will be reviewed to develop teaching strategies to focus on these two categories. We were pleased with results in the categories and strands in mathematics. We have identified some teaching methodologies which may have contributed to these results. We will focus upon Understanding of Concepts and Communication of Required Knowledge, in Mathematics as 63% of students were at levels 3 and 4 in these two categories. Our school action plan will be developed by February 2000. Our School Council and interested parents will review this plan and their ideas and suggestions will be utilized.

Demographics (Grade 6)		Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
2	Classes with Grade 6 Students			I like to read		67%	75%
43	Grade 6 students			I am a good reader		75%	75%
0%	In English as a Second Language Program (ESL)			I like to write		58%	75%
0%	Exempted in all three subjects			I am a good writer		33%	58%
2%	Receiving Special Education support			I like mathematics		25%	50%
56%	Boys	44%	Girls	I am good at mathematics		25%	67%
0%	Of the students said they speak only or mostly in another language at home	0%	Gender not specified	I do reading that is not part of my work at school		67%	58%
0%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		75%	33%
				I do mathematics that is not part of my work at school		42%	42%
Overall Achievement (Grade 6)		Reading		Writing		Mathematics	
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4	
		All students		77%		72%	
				79%		84%	
		Girls		89%		84%	
				94%		89%	
		Boys		67%		62%	
				67%		62%	
		ESL students					
		Non ESL students					
		Receiving Special Education support					
		Not Receiving Special Education support					

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

CENTENNIAL SCHOOL

School Address: 47 Simcoe St. East
Hamilton, Ontario. L8L 3N2
Telephone: (905) 528-6341
School Fax: (905) 528-6097

Principal: Mr. Clarke Johnson
Vice Principal: Ms. Maria Carbone
Enrolment: 530
HWDSB: (905) 527-5092 Ext. 2631

Located in the industrial north-east area of Hamilton, Centennial School is a diverse place where students, parents, staff and community partners strive to learn while respecting our racial, cultural, economic and physical differences. A full spectrum of social-economic conditions exists in the community with many families experiencing economic hardship due to unemployment or low paying occupations. Economics dictate that many of the parents work long hours at more than one job, in order to provide for their families. Many families need financial support, live in subsidized housing and receive social assistance. Students take regular advantage of a daily community breakfast program. Approximately 30% of the school population are transient. The community is dominated by multi-cultural, multi-language groups of immigrants and refugees. The main groups at this time are from Vietnam, Cambodia, El Salvador and Somalia; over 20 distinct languages are spoken. Approximately 25% of our grade 3 students were in an English as a Second Language Program (E.S.L.). E.S.L. parents with no or very limited English offer little support in the acquisition of Basic Interpersonal Communication Skills. Approximately 29% of our grade 3 students received Special Education Support. A Learning Resource Program which incorporates withdrawal and in-class support is used to service both E.S.L. and Special Education students with withdrawal support as the main delivery model. The Open Court Reading Program, and the Writing to Read Program are combined to provide primary students with an opportunity to improve their reading skills.

Past school plans included Literacy as a focus. This year's plan concentrates on Math, Science and Technology, Safe Schools, and Assessment and Evaluation using the Relational Report Card. Centennial staff continue to value goals established by Action Teams. Renewal of curriculum resources, parent volunteers in the classroom, use of co-op students from Secondary Schools and McMaster University help create a positive learning environment for our students. Also important to supporting the emotional and social needs of our students are our links with the community, for example; the North Hamilton Health Centre, Mentors from the Big Brothers Association and a strong and supportive parent partnership with our School Council.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN: These results must be considered in relation to 25% of the Grade 3's receiving E.S.L. programming and 29% receiving Special Education support, a total of 54%. Exempted in all three subjects were 15% of the students. We are encouraged with the number of Grade 3 students who are performing at levels 3 and above. Overall more students are working in levels 3 and 4 in reading (39% in 1998, 42% in 1999), in writing (44% in 1998, 65% in 1999), in math (46% in 1998, 68% in 1999). Staff will continue to develop similar strategies that hopefully, continue this overall improvement. The staff will develop an Action Plan by February 2000. School Council will have an opportunity to discuss the plan and offer further suggestions. Finally the Action Plan will be in effect by March 2000. As we develop the Action Plan we will continue to implement all areas of the Ontario Curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
5	Classes with Grade 3 Students			I like to read.		81%	84%
73	Grade 3 students			I am a good reader.		70%	52%
25%	In English as a Second Language Program (ESL)			I like to write.		73%	68%
15%	Exempted in all three subjects			I am a good writer.		54%	28%
29%	Receiving Special Education support			I like mathematics.		70%	84%
44%	Boys	56%	Girls	I am good at mathematics.		43%	44%
10%	Of the students said they speak only or mostly in another language at home		0% Gender not specified	I do reading that is not part of my work at school.		43%	72%
16%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school.		62%	68%
				I do mathematics that is not part of my work at school.		65%	56%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				42%	65%	58%	
Girls				41%	63%	66%	
Boys				46%	70%	73%	
ESL students				28%	44%	47%	
Non ESL students				36%	56%	60%	
Receiving Special Education support				44%	67%	67%	
Not Receiving Special Education support				50%	75%	75%	
French Immersion Option B				33%	51%	55%	
				39%	61%	65%	
				5%	19%	14%	
				8%	33%	25%	
				48%	69%	75%	
				50%	72%	78%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

CENTRAL SCHOOL

School Address: 75 Hunter Street West
Hamilton, Ontario L8P 1P9
Telephone: (905) 522-9690
(905) 522-9801

Vice-Principal: Mrs. Debbie Rundle
Grade Levels: JK - 5
Enrolment: 166
HWDSB Info: (905) 527-5092 ext. 2414

The Central School was officially opened on May 2, 1853, with appropriate ceremony. Egerton Ryerson, Chief Superintendent of Education in Canada West and great educational reformer, presided at the opening. By 1867 the school library, to which pupils had free access, contained 1400 books. Music and physical education were part of the early school curriculum. In 1888 a kindergarten had been established at Central. Their Excellencies, Lord and Lady Aberdeen visited the kindergarten and gave great praise *for the work and songs of the little ones*. Another famous visitor was the Hon. Wilfrid Laurier, Prime Minister of Canada. From its glorious beginnings, this oldest of graded schools in Upper Canada, has maintained its proud traditions.

Today this historically designated, downtown school, located directly south of City Hall, serves a diverse community who live in the many highrise buildings and rental properties that surround the school. A smaller group live in relatively prosperous single family dwellings below the escarpment. Central's English as a Second Language population is 52.5% and is representative of many countries. Some of these students have no formal education before coming to Canada. In addition Central's population is highly mobile with a yearly turnover rate of over 100%.

There are 166 students presently enrolled in Grades JK-5. There are six classroom teachers, one full-time ESL teacher and part-time assignments for teachers of Learning Resource, computer, phys.ed., library and Core French. A vice-principal who is shared with Allenby School holds administrative responsibility. The principal is shared with our twinned school, Hess Street School. Central has made many community connections with organizations such as the Big Brother Mentoring program, Macnab St. Y Senior Centre and Hamilton Community Foundation which supports the recess snack nutrition program.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The Central School Plan for 1999-2000 places a focus on EQAO. There is to be a review of the results of the test and of the process. Steps will be taken to promote an understanding among the whole staff, parents and school council of the requirements of EQAO tests. Central has shown significant gains in Mathematics and will continue to use resources and strategies developed last year to further improve students' achievement. The newly purchased *Connections* reading series will be used in all grades. The staff will further analyze the results and develop, as part of the school plan revision, an action plan to address areas of concerns. The plan will be shared with school council for their input. It is expected that the plan will be implemented by February, 2000.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
1	Classes with Grade 3 Students	I like to read.		83%	77%
25	Grade 3 students	I am a good reader.		75%	38%
28%	In English as a Second Language Program (ESL)	I like to write.		92%	54%
8%	Exempted in all three subjects	I am a good writer.		50%	23%
36%	Receiving Special Education support	I like mathematics.		58%	85%
52%	Boys	I am good at mathematics.		58%	62%
48%	Girls	I do reading that is not part of my work at school.		67%	62%
0%	Gender not specified	I do writing that is not part of my work at school.		50%	62%
32%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		50%	31%
24%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		24%	36%	44%	
		35%	43%	48%	
Girls		42%	67%	58%	
		56%	80%	64%	
Boys		8%	8%	31%	
		12%	9%	33%	
ESL students		14%	14%	43%	
		17%	17%	50%	
Non ESL students		44%	44%	44%	
		53%	53%	47%	
Receiving Special Education support		0%	0%	0%	
		0%	0%	0%	
Not Receiving Special Education support		38%	56%	69%	
		50%	56%	69%	
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.					

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

CENTRAL PARK SCHOOL

1999 E.Q.A.O. RESULTS

Central Park Public School is an inter urban SK to grade 5 school with a population of 350 students. The community is representative of a broad spectrum of socio-economic backgrounds. In 1998-99 eighty two students received some sort of resource teacher or learning centre support. The school population is served by three full time educational assistants. Fifty six grade three students participated in the E.Q.A.O. assessment. One child was completely exempted. 55% were boys and 43% were girls. 6% indicated they speak a second language at home.

Reading

LEVEL	1	2	3	4
REASONING	4%	41	41	9
COMMUNICATION	4	43	39	4
ORGANIZE IDEAS	2	45	43	5
APPLICATION OF LANGUAGE CONVENTIONS	2	16	55	23

Writing

LEVEL	1	2	3	4
REASONING	0	61	32	0
COMMUNICATIONS	0	45	48	0
ORGANIZE IDEAS	0	52	41	0
APPLICATION OF LANGUAGE CONVENTIONS	0	43	48	4%

Math (Gr. 3)

LEVEL	1	2	3	4
PROBLEM SOLVING	16%	32	34	11
UNDERSTANDING CONCEPTS	11	48	29	4
APPLICATION OF MATH PROCEDURES	14	34	34	11
COMMUNICATION OF REQUIRED KNOWLEDGE	20	32	23	14

Strands

LEVEL	1	2	3	4
NUMBER SENSE AND NUMERATION	11	38	45	0
GEOMETRY AND SPATIAL SENSE	7	45	41	2
MEASUREMENT	12	36	46	0
PATTERNING AND ALGEBRA	5	23	54	11
DATA MANAGEMENT AND PROBABILITY	7	30	54	2

1999 E.Q.A.O. Provincial Results

LEVEL	1	2	3	4
READING	11	34	39	5
WRITING	3	37	45	6
MATH	8	29	46	10

Overall Achievement (at levels 3 & 4) Grade 3

	READING	WRITING	MATH
PROVINCE	44	51	56
H.W.D.S.	43	51	54
CENTRAL PARK	50%	48%	59%

Overall Level of Achievement (Gr. 3) - Central Park

LEVEL	1	2	3	4
READING	12	32	50	0
WRITING	2	45	48	0
MATH	0	34	52	7%

CHEDOKE MIDDLE SCHOOL

School Address: 500 Bendamere Ave.
Hamilton, L9C 1R3
Telephone: (905) 388-5833
Fax: (905) 388-8278

Principal: M. Rielly
Vice Principal: G. Cook
Enrolment: 460



Nature of the School and the Community

Chedoke Middle School serves a large section of the west mountain, specifically the area bounded by the escarpment at the western upper city limits; east along the escarpment to a point west of West 5th St.; south to the middle of Fennell Ave. W.; west to the middle of Garth St.; south to the Red Hill Creek Expressway; west on the Expressway to the middle of Upper Paradise Rd.; south to a point north of Rymal Rd. W.; west to the city limits, north along the city limits to the escarpment. The school population of 460 combines students from five primary/junior feeder schools – Buchanan Park, Gordon Price, Holbrook, Mountview and Seneca.

The school serves a community, which reflects a broad ethnocultural diversity, with English, however, being the predominant language. Approximately 24 English as a Second Language students are integrated into regular classes, but receive additional support in English through a withdrawal program serviced by a .5 FTE ESL teacher. The socio-economic structure tends to be a cross-section, but most significantly middle class. The school population tends to be stationary throughout the school year with a low incidence of mobility (approx. 2%).

This year our school organization consists of 6 grade six classes, 5 grade seven classes, 5 grade eight classes and two Comprehensive Special Education Classes. All students in the school are organized into cross-graded Advisor groups of about 20 that meet every day. The purpose is to help students improve in self-knowledge, organizational skills, career planning and interpersonal relationships.

An active school council includes representation from staff, students and parents. The council is very supportive of the school plan and acts as an advisory panel, providing input on school issues.

Initial Response

At the current time, it is impossible for the staff to analyze the data from EQAO due to the fact that materials for our students were misplaced in Toronto and have resulted in a delay in the processing and return of a significant number of our school's reports.

On receipt of these materials, the staff will meet to prepare a response and action plan.

Below is the current data that we have received from EQAO. Because of the small sample of 15 students, this summary is invalid for the grade 6 population at Chedoke.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
5	Classes with Grade 6 Students	I like to read		80%	50%
15	Grade 6 students	I am a good reader		80%	60%
0%	In English as a Second Language Program (ESL)	I like to write		40%	30%
13%	Exempted in all three subjects	I am a good writer		80%	20%
47%	Receiving Special Education support	I like mathematics		40%	30%
67%	Boys 33% Girls 0% Gender not specified	I am good at mathematics		20%	60%
0%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		40%	0%
7%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		40%	20%
		I do mathematics that is not part of my work at school		20%	20%
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		20%	27%	27%	
		23%	31%	33%	
Girls		-	-	-	
Boys		-	-	-	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		0%	0%	-	
		0%	0%	-	
Not Receiving Special Education support		38%	50%	-	
		38%	50%	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Collegiate Avenue School
 Collegiate Avenue
 Stoney Creek, On. L8G 3L5
 Phone: (905) 662-2990
 Fax: (905) 662-4823

Principal: Brian Robertson
 Grade Levels: JK to 8
 Enrolment: 317 students

SCHOOL PROFILE

Collegiate Avenue School is located in Lower Stoney Creek and serves the community bounded by Lake Avenue And New Mountain Rd., on the west, Highway #8, on the north, Green Road to the west and the escarpment to the south. The school contains 16 classrooms, a library and a gymnasium with a stage. One classroom has been converted into a Computer Lab and the wall between rooms 5 and 6 has been removed to create a large space for the Kindergarten classes. There are two Special Education classes in the school-a Junior Comprehensive Class (12 students) and a Primary/Junior Developmentally Delayed Class (7 students). The students in these two classes are the only ones bused to the school. There is also one Learning Resource Teacher to assist students with identified needs in achieving the goals set out in their Individual Educational Plans.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The results for the **Grade three** students indicate a slight improvement over the result from last year. Staff are continuing to evaluate their programming in all three areas to address the needs of the students. One long term change has been the introduction of the Language Program "Open Court" to our SK and Grade One classes. Staff are analyzing the data provided by EQAO and are developing short term and long term plans to improve the results. The School council is also involved in this planning and provides a very supportive role to the teachers.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

2	Classes with Grade 3 Students
32	Grade 3 students
6%	In English as a Second Language Program (ESL)
16%	Exempted in all three subjects
25%	Receiving Special Education support
56%	Boys
41%	Girls
3%	Gender not specified
4%	Of the students said they speak only or mostly in another language at home
4%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	92%	73%
I am a good reader.	83%	80%
I like to write.	75%	73%
I am a good writer.	75%	67%
I like mathematics.	25%	53%
I am good at mathematics.	33%	47%
I do reading that is not part of my work at school.	67%	53%
I do writing that is not part of my work at school.	42%	47%
I do mathematics that is not part of my work at school.	33%	27%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	41% 50%	41% 48%	38% 46%
Girls	46% 55%	62% 67%	38% 45%
Boys	39% 47%	28% 33%	39% 47%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Collegiate Avenue School
49 Collegiate Avenue
Stoney Creek, On. L8G 3L5
Phone: (905) 662-2990
Fax: (905) 662-4823

Principal: Brian Robertson
Grade Levels: JK to 8
Enrolment: 317 students

SCHOOL PROFILE

Collegiate Avenue School is located in Lower Stoney Creek and serves the community bounded by Lake Avenue And New Mountain Rd., on the west, Highway #8, on the north, Green Road to the west and the escarpment to the south.

The school contains 16 classrooms, a library and a gymnasium with a stage. One classroom has been converted into a Computer Lab and the wall between rooms 5 and 6 has been removed to create a large space for the Kindergarten classes.

There are two Special Education classes in the school-a Junior Comprehensive Class (12 students) and a Primary/Junior Developmentally Delayed Class (7 students). The students in these two classes are the only ones bused to the school. There is also one Learning Resource Teacher to assist students with identified needs in achieving the goals set out in their Individual Educational Plans.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The results for the **Grade six** students have raised many concerns with the staff. Particularly, the Reading and Mathematics results indicate the need for some major program revisions. Staff are analyzing this information and developing program plans to assist the students in improving the results. Some of these plans will be implemented immediately and other parts of the plan will deal with long range plans and will be implemented as the year progresses. Our School Council will certainly play a large role during this process.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

2	Classes with Grade 6 Students
35	Grade 6 students
6%	In English as a Second Language Program (ESL)
14%	Exempted in all three subjects
14%	Receiving Special Education support
54%	Boys
46%	Girls
0%	Gender not specified
3%	Of the students said they speak only or mostly in another language at home
3%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read.	62%	32%
I am a good reader.	69%	37%
I like to write.	50%	26%
I am a good writer.	56%	32%
I like mathematics.	25%	53%
I am good at mathematics.	25%	58%
I do reading that is not part of my work at school.	44%	26%
I do writing that is not part of my work at school.	31%	26%
I do mathematics that is not part of my work at school.	19%	37%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	23% 27%	49% 57%	17% 20%
Girls	38% 40%	50% 53%	19% 20%
Boys	11% 13%	47% 60%	16% 20%
ESL students			
Non ESL students			
Receiving Special Education support			
Not Receiving Special Education support			

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Address: 1150 Main Street West
Hamilton, Ontario
L8S 1C2
Telephone: (905) 528-8631
Fax No.: (905) 528-8448
e-mail: dalewood@hwdsb.on.ca

Principal: Mr. C. Taylor
Vice-Principal: Mr. S. Lowrey
Grade Levels: 6, 7, and 8
Enrollment: 384 students
HWDSB Information: (905) 527-5092
Web Site: www.hwdsb.on.ca/dalewood

SCHOOL PROFILE

On May 8, 1999 Dalewood Middle School celebrated fifty years of serving the families and community of Westdale. Dalewood is a dual track school having French Immersion classes in grades 6, 7 and 8. Dalewood also has two combined grade gifted classes and provides ESL programming. The multi-cultural diversity is evident with the proximity to McMaster University being a contributing factor. Dalewood truly is a people focused environment. Students, staff and community work together to provide a rich learning environment that continues to honour academic excellence, the arts, athletics and citizenship. Dalewood is blessed with excellent facilities, which include an attached recreational centre, a huge gymnasium, an auditorium and a community of endless human and physical resources. Each year sees a continuing active and supportive School Council/Home and School, Student Council, an increasing number of talented and energetic McMaster students volunteering on a regular basis, non-stop athletics in the gym, swim teams, cross-country, a major theatrical production, bands and choirs so large that we now must have two music nights to accommodate everyone, computer technology advances, a vibrant library, and the list goes on.

The Dalewood school planning process is an ongoing process of review, development, and implementation with full input from all stakeholders. School plan initiatives for 1998-1999 included the following: to assist staff with the implementation of new curriculum, development of instructional strategies, and communication of student learning; to determine the new Ministry requirements, to identify viable resources, and to provide the necessary professional support required to deliver the prescribed social studies curriculum; to devise a curriculum-based, school-wide unit to celebrate Dalewood's 50th Anniversary; to develop an awareness and to begin partial implementation of the new provincial science curriculum; to promote student advocacy through an Advisor program and build staff relationships and school spirit; to develop an appreciation for the history and change to Dalewood and the Westdale community throughout the past 50 years; to encourage a positive attitude towards the Arts, and to provide an opportunity for students to incorporate a variety of acquired skills in meaningful fashion; to develop a collaborative approach to environmental issues within Dalewood School and community by developing a student-based Environmental Team; and to address student, staff and school needs regarding computers. Additional school plan initiatives for 1999-2000 are related to an EQAO Action Plan, the Choices into Action document, an enhanced computer network, and the relational report card.

Resource teachers provide special education support. The **Specific Learning Disabilities Class (SLD)** offers a small class setting for exceptional students who need very specific instruction and assistance.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The principal completed a preliminary summary of data. This summary broke Dalewood's EQAO Results 1998-1999 down into five (5) categories: all students, French Immersion students, gifted students, regular class, and regular class minus ESL and SLD students. This information has been shared with both staff and School Council/Home and School. The staff is working on an in-depth analysis of these results and has already identified those categories and strands that will require attention.

We are encouraged by the number of students who are achieving at Level 3 and above (Reading 66%, Writing 62%, and Mathematics 66%). We are further encouraged when 100 % of both our gifted students and our French Immersion students are achieving at Level 3 and above for all three subjects tested. Although Dalewood results are higher than HWDSB results in all areas, the question remains whether our results meet the expectations of our community. The gender differences in achievement, with girls typically doing better than boys, will be further examined. Attitudinal data indicating that although girls do well in mathematics they appear to be less confident in their ability while boys, whose average achievement is lower than the girls, believe in their mathematical ability.

School staff and School Council/Home and School will have many opportunities to discuss the plan and offer further suggestions. Dalewood's EQAO Action Plan: 1998-1999 will be included the larger document Dalewood Middle School – School Plan – 1999-2000.

Demographics (Grade 6)		Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
5	Classes with Grade 6 Students			I like to read		75%	55%
125	Grade 6 students			I am a good reader		75%	57%
6%	In English as a Second Language Program (ESL)			I like to write		64%	34%
0%	Exempted in all three subjects			I am a good writer		48%	38%
6%	Receiving Special Education support			I like mathematics		47%	53%
45%	Boys	54%	Girls	2%	Gender not specified	45%	64%
7%	Of the students said they speak only or mostly in another language at home			I am good at mathematics		66%	47%
8%	Of the students said they speak as often in English as in another language at home			I do reading that is not part of my work at school		59%	34%
				I do writing that is not part of my work at school		45%	49%
				I do mathematics that is not part of my work at school			
Overall Achievement (Grade 6)		Reading		Writing		Mathematics	
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4	
		All students	66%		62%		66%
			66%		62%		67%
		Girls	72%		73%		70%
			73%		73%		71%
		Boys	61%		50%		62%
			61%		50%		62%
		ESL students	14%		29%		57%
			14%		29%		57%
		Non ESL students	69%		64%		67%
			69%		64%		68%
		Receiving Special Education support	25%		12%		12%
			25%		12%		12%
		Not Receiving Special Education support	68%		65%		70%
			69%		65%		71%

A dash is used where the number of students in a group is lower than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Dr. J. Edgar Davey School is located in the inner-city of Hamilton. We are adjacent to the Richard Beasley Community Centre and the City of Hamilton. The school serves over 380 students who represent 26 different language groups with the three largest groups speaking either English, Vietnamese, or Spanish as their first language. As of September 1999, approximately 45% of our student population was comprised of E.S.L. students.

The school has one of the highest mobility rates in the system. In the 1998/99 school year our transfer ins and outs represented over 140% of our total school population. We serve a neighbourhood that contains many individuals/families on some form of social assistance. Other peripheral concerns that impact on our school context are the concern for personal safety generated by the constant traffic flow around the school, the many unknown transient adults who frequent this neighbourhood and environmental issues that include the quality of air and noise pollution.

Within this challenging school environment are some positive EQAO results for 1998/99. The following factors have contributed:

- a long-term planned school-wide focus on language and mathematics
- a very effective W.T.R. program focussed on primary language development
- a very effective E.S.L. program that addresses the language needs of many of our students
- remedial programs designed by the learning resource teacher after consultation with classroom teachers to address needs

Dr. Davey School enjoys a positive partnership with both the members of our School Council and our Home and School Association. Many members of these groups volunteer their time to help support a variety of programs running throughout the school on an ongoing basis. In addition to their invaluable support and expertise, we also seek out and encourage the participation of co-op students, mentors, parent volunteers and community resources to enrich and/or expand our programs.

We are a multicultural school that believes all students should have the opportunity to experience success.

SCHOOL INITIAL RESPONSE AND INTENT FOR ACTION PLAN

From an initial cursory viewing of the school data, staff are pleased with the numbers of students performing at levels 2 and above (reading 60%, writing 87%, and mathematics 82%), which is better than last year's results. However, when we examine the numbers performing at level 3 and above in reading 19%, writing 41% and mathematics 33% we note that this is a decrease in these numbers from last year's report. When we examine all three areas we have some concerns and will need to do some further analysis and discuss future program initiatives to address these areas. These results must be considered in relation to 35% of the Grade 3's being ESL and 27% receiving Special Education support. A total of 62% of our students!

The school's Ontario Curriculum committee and Assessment and Evaluation committee will meet to review the EQAO results with the objective of sharing this data with the entire teaching staff. The staff will then discuss these results and their meaning for programs and instruction at Dr. Davey School. The plans developed by the Primary and Junior teams will include specific recommendations to be implemented during the school year. These plans will be reviewed at the end of the year. The plans will be shared with the School Council and their input encouraged.

Parents are encouraged to discuss this report with their child's classroom teacher regarding its implications for classroom practice. The school's Action Plans are open to any parent who wishes to view them. If more information regarding this school report is required, parents are encouraged to contact the school office for further details.

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
2	Classes with Grade 3 Students			I like to read		75%	52%
37	Grade 3 students			I am a good reader		50%	38%
35%	In English as a Second Language Program (ESL)			I like to write		61%	53%
0%	Exempted in all three subjects			I am a good writer		31%	29%
27%	Receiving Special Education support			I like mathematics		69%	48%
57%	Boys	43%	Girls	I am good at mathematics		31%	19%
0%	Gender not specified			I do reading that is not part of my work at school		25%	48%
8%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		44%	19%
19%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		25%	33%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				19%	41%	32%	32%
Girls				25%	45%	32%	32%
Boys				19%	62%	44%	44%
ESL students				27%	67%	44%	44%
Non ESL students				19%	24%	24%	24%
Receiving Special Education support				24%	28%	24%	24%
Not Receiving Special Education support				8%	38%	38%	38%
				11%	45%	38%	38%
				25%	42%	29%	29%
				32%	45%	29%	29%
				10%	10%	0%	0%
				17%	12%	0%	0%
				22%	52%	44%	44%
				27%	56%	44%	44%

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Dr. John Seaton/Sheffield School Unit
 1279 Seaton Road,
 Sheffield, Ontario
 L0R 1Z0
 (519) 621-5215, 647-3471
 Fax: (519) 621-1457

35

Principal: Mrs. Cathy Scott
 Grade Levels: JK-2
 Enrolment: 388

The Dr. John Seaton/Sheffield School Unit is an active community school committed to the shared vision of preparing our students to think, feel, and act for the betterment of themselves and others.

The school unit, which is located in a rural setting in West Flamborough, serves approximately 385 students in two locations. Sheffield School, originally constructed in 1862 and relocated in its present building in 1950, houses four classes of Primary children from Junior Kindergarten to Grade 2. Seaton School, which opened in 1969, accommodates eleven classes from Grades 3 to 8. Students from Beverly Central and Lynden schools join us in Grade 6, and some pupils from Queen's Rangers School come to us in Grade 7. We serve a wide area encompassing small town and farming communities which reflect a wide range of income levels. Two Learning Resource teachers serve those students who need specific assistance and ESL students, who make up 6% of our total population, receive specialized instruction from an itinerant teacher. In addition to our regular programming, Seaton School offers Instrumental Music, Family Studies and Design and Technology to Grade 7 and 8 students.

Teachers, parents, and the community-at-large all work together to assist our students to achieve excellent results academically, socially, artistically, and physically. Active School Council and P.T.O. members and dedicated parent volunteers work diligently as partners in education, giving of their time and talents to help provide a positive learning environment.

Emphasis is placed on self-discipline and self-esteem through strong Advisor and Social Skills programmes. Students take the opportunity to become involved in a variety of co-curricular programmes including Student Council, Peer Mediation, sports teams, school band and choir, and Drama, Library and Computer clubs. Student planners, which outline our school's Mission, Vision, and Behaviour Code, provide students with one means of organizing and managing their commitments as well as facilitating communication between school and home. *Excellence in Living and Learning* is the motto which drives our planning and decision-making.

Next Steps

Beginning in December, teachers, School Council, and school administration will meet to analyze our EQAO results. Together, areas of strength and weakness will be identified. Based on the data provided, Reading and Mathematics results show that our students are meeting expectations. In Writing, the numbers of students performing at levels 3 and 4 do not meet our expectations. A review of the present EQAO plan will be made and a comprehensive plan which includes specific strategies will be developed and in place by February 2000 to ensure that our students achieve to their maximum potential.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics, 1998-1999

Demographics (Grade 3)

		Attitudes (Grade 3)	Girls	Boys
		(percent saying yes)		
1	Classes with Grade 3 Students	I like to read.	73%	56%
22	Grade 3 students	I am a good reader.	64%	44%
0%	In English as a Second Language Program (ESL)	I like to write.	73%	67%
5%	Exempted in all three subjects	I am a good writer.	55%	56%
9%	Receiving Special Education support	I like mathematics.	64%	44%
45%	Boys	I am good at mathematics.	45%	44%
55%	Girls	I do reading that is not part of my work at school.	82%	44%
0%	Of the students said they speak only or mostly in another language at home	I do writing that is not part of my work at school.	73%	67%
0%	Of the students said they speak as often in English as in another language at home	I do mathematics that is not part of my work at school.	36%	11%

Overall Achievement (Grade 3)

(percent at performance level)	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	64%	59%	77%
Girls	75%	67%	67%
Boys	50%	73%	73%
ESL students	50%	50%	90%
Non ESL students	64%	59%	77%
Receiving Special Education support	64%	59%	77%
Not Receiving Special Education support	64%	59%	77%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component	64%	59%	77%

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Teachers, parents, and the community-at-large all work together to assist our students to achieve excellent results academically, socially, artistically, and physically. Active School Council and P.T. O. members and dedicated parent volunteers work diligently as partners in education, giving of their time and talents to help provide a positive learning environment.

Emphasis is placed on self-discipline and self-esteem through strong Advisor and Social Skills programmes. Students take the opportunity to become involved in a variety of co-curricular programmes including Student Council, Peer Mediation, sports teams, school band and choir, and Drama, Library and Computer clubs. Student planners, which outline our school's Mission, Vision, and Behaviour Code, provide students with one means of organizing and managing their commitments as well as facilitating communication between school and home. *Excellence in Living and Learning* is the motto which drives our planning and decision-making.

Next Steps

Beginning in December, teachers, School Council, and school administration will meet to analyze our EQAO results. Together, areas of strength and weakness will be identified. Considering that this is the first year that the Grade 6 students have participated in the EQAO testing, the results will be used as baseline data for future planning and assessment. A review of the present EQAO plan will be made and a comprehensive plan, which includes specific strategies, will be developed and in place by February 2000 to ensure that our students achieve to their maximum potential.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)				Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
2	Classes with Grade 6 Students			I like to read		76%	48%
64	Grade 6 students			I am a good reader.		62%	52%
3%	In English as a Second Language Program (ESL)			I like to write.		55%	33%
2%	Exempted in all three subjects			I am a good writer.		41%	44%
20%	Receiving Special Education support			I like mathematics		28%	33%
44%	Boys	50% Girls	6% Gender not specified	I am good at mathematics		38%	44%
2%	Of the students said they speak only or mostly in another language at home			I do reading that is not part of my work at school.		55%	33%
3%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		41%	30%
				I do mathematics that is not part of my work at school.		17%	26%
Overall Achievement (Grade 6)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				39%	50%	42%	
				40%	52%	43%	
Girls				53%	72%	44%	
				55%	77%	45%	
Boys				25%	21%	43%	
				25%	22%	43%	
ESL students				-	-	-	
Non ESL students				39%	50%	42%	
Receiving Special Education support				0%	15%	0%	
				0%	20%	0%	
Not Receiving Special Education support				49%	59%	53%	
				49%	59%	53%	

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DUNDANA PUBLIC SCHOOL

Address: 23 Dundana Avenue
Dundas, Ont. L9H 4E5
Telephone: (905) 628-2622
Fax No: (905) 628-2699

Principal: Mr. S. Oulahan
Grade Levels: JK - Six
Enrollment: 324 students
HWDSB Information (905) 527-5092, ext. 2414

Built in 1953, Dundana School is located on Dundana Ave. in Dundas, Ontario and is home to 324 Junior Kindergarten to Grade Six students. The school is served by twenty-five teachers and support staff. Included in our class structure is a Junior Comprehensive MID class.

Dundana's catchment area includes the immediate area around the school, the University Gardens subdivision as well as the "Senator Homes" subdivision located on the west end of town off Governor's Road. Approximately 70% of our students are bused from these areas along with students in the special class.

Dundana School boasts a large beautiful, tree-lined playground equipped with a good tarvia area, basketball standards and soccer posts. The school features a state of the art networked computer lab, well stocked library and impressive gymnasium.

Our school is well served by an active and supportive School Council, Parent Association and a small army of parent volunteers. Very active in our school, as well, is the Big Brother Mentoring Program.

At Dundana, we believe that respect and responsibility equals results. Our school community helps all of our students become informed, productive and responsible citizens by building foundations for lifelong learning.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

An initial analysis by staff of the results of the 1999 test indicates that improvement has been noted in all areas in Grade 3 in comparison to the 1998 results (percentage of students scoring at level 3 or 4 - Reading: 1998 - 34%, 1999 - 61%, Writing: 1998 - 66%, 1999 - 71%, Mathematics - 1998 - 24 %, 1999 - 78%). The results of the first Grade 6 assessment indicate similar overall results (percentage of students scoring at level 3 or 4 - Reading 73%, Writing 78%, Mathematics 59%).

Our intent is to review the current E.Q.A.O. Action Plan initiatives - i.e. Further develop organizational skills in reading and writing; Increase knowledge and application of the language of mathematics; Improve problem solving skills. A revised Action Plan will be developed by a committee comprised of teachers and parents and implemented in each grade.

Demographics (Grade 3)		Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999		Girls	Boys
		Attitudes (Grade 3)			
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		82%	76%
49	Grade 3 students	I am a good reader		82%	62%
2%	In English as a Second Language Program (ESL)	I like to write		71%	57%
2%	Exempted in all three subjects	I am a good writer		75%	43%
8%	Receiving Special Education support	I like mathematics		57%	43%
43%	Boys 57% Girls 0% Gender not specified	I am good at mathematics		32%	71%
4%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		71%	46%
0%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		43%	49%
		I do mathematics that is not part of my work at school		54%	48%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		61%	71%	78%	
		62%	73%	79%	
Girls		68%	79%	68%	
		68%	79%	68%	
Boys		52%	62%	90%	
		55%	65%	95%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

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Our intent is to review the current E.Q.A.O. Action Plan initiatives - i.e. Further develop organizational skills in reading and writing; Increase knowledge and application of the language of mathematics; Improve problem solving skills. A revised Action Plan will be developed by a committee comprised of teachers and parents and implemented in each grade.

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 6 Students	I like to read		94%	43%
41	Grade 6 students	I am a good reader		100%	52%
0%	In English as a Second Language Program (ESL)	I like to write		47%	29%
5%	Exempted in all three subjects	I am a good writer		53%	38%
5%	Receiving Special Education support	I like mathematics		59%	43%
54%	Boys	I am good at mathematics		53%	71%
46%	Girls	I do reading that is not part of my work at school		89%	52%
0%	Gender not specified	I do writing that is not part of my work at school		29%	43%
5%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		41%	38%
5%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		73%	78%	59%	
		77%	82%	62%	
Girls		74%	79%	58%	
		78%	83%	61%	
Boys		73%	77%	59%	
		76%	81%	62%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	

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School Profile EQAO Results Spring 1999

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Telephone - 1 - 905 - 627 - 3521

Fax - 1 - 905 - 627 - 3522

Enrolment: 257 Grade levels - J.K. to grade 6 plus 3 system special classes (behaviour, comprehensive-communications, speech & language)

Dundas Central Public School is located in the heart of town. It has proud history, being the first school built in Dundas and it has received official Heritage Designation. There have been several additions to the original structure and the building now houses some of the finest gym facilities anywhere in the District. The mix of housing is extensive, with some of our families living in the old Victorian style mansions of the industrial barons of yesteryear and others residing above family run local businesses on Main Street. The Home & School and School Councils have blended together to become one. The "Council" parents are active and involved in many aspects of the school's programs, acting as volunteers, fund-raisers, planning advisors and more.

Staff, students and parents take pride in the fact that our kindergarten room has been operating for over 140 years. The community has constantly been well represented by the academic and athletic achievements of Central's students.

School Response and Intent for Action Plan

Staff are using the EQAO results in concert with other testing and observations to complete their annual analysis of what it is in the curriculum, that we appear to be teaching well and what it is, that needs renewed or changed focus. Our school plan contains a component on literacy issues. The plan was shared last spring with our Council and we have been diligently working to achieve the outcomes contained therein. Our efforts are on improving student performance overall. Staff will also use the materials from EQAO to help us assess the differences that apparently exist between one class and another. Areas needing focus last year with the test group, do not line up with areas identified this year. We welcome the participation of parents in helping us to correctly interpret the results and identify what we should do with the information they provide us.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

			Attitudes (Grade 3)	Girls	Boys
			(percent saying yes)		
1	Classes with Grade 3 Students		I like to read	88%	100%
13	Grade 3 students		I am a good reader	62%	100%
0%	In English as a Second Language Program (ESL)		I like to write	88%	60%
0%	Exempted in all three subjects		I am a good writer	75%	40%
15%	Receiving Special Education support		I like mathematics	75%	80%
38%	Boys	62% Girls	I am good at mathematics	50%	80%
0%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school	100%	60%
0%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school	62%	20%
0%	Of the students said they speak as often in English as in another language at home		I do mathematics that is not part of my work at school	62%	80%

Overall Achievement (Grade 3)

		Reading	Writing	Mathematics
		Levels 3-4	Levels 3-4	Levels 3-4
All students		54%	54%	85%
Girls		75%	75%	100%
Boys		20%	20%	60%
ESL students		-	-	-
Non ESL students		-	-	-
Receiving Special Education support		-	-	-
Not Receiving Special Education support		-	-	-

French immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

			Attitudes (Grade 6)	Girls	Boys
			(percent saying yes)		
1	Classes with Grade 6 Students		I like to read	72%	57%
27	Grade 6 students		I am a good reader	56%	57%
0%	In English as a Second Language Program (ESL)		I like to write	50%	29%
0%	Exempted in all three subjects		I am a good writer	33%	43%
22%	Receiving Special Education support		I like mathematics	50%	100%
28%	Boys	67% Girls	I am good at mathematics	50%	71%
0%	Of the students said they speak only or mostly in another language at home	7% Gender not specified	I do reading that is not part of my work at school	44%	57%
0%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school	39%	57%
0%	Of the students said they speak as often in English as in another language at home		I do mathematics that is not part of my work at school	28%	86%

Overall Achievement (Grade 6)

		Reading	Writing	Mathematics
		Levels 3-4	Levels 3-4	Levels 3-4
All students		70%	63%	74%
Girls		78%	61%	83%
Boys		57%	57%	71%
ESL students		-	-	-
Non ESL students		-	-	-
Receiving Special Education support		33%	17%	33%
Not Receiving Special Education support		81%	76%	86%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

DUNDAS DISTRICT PUBLIC SCHOOL

Address: 397 King Street West,
Dundas, Ontario.
L9H 1L5
Telephone: (905)628-8636

Principal: Peter Greenberg
V-Principal: Leah Schwenger
Enrolment: 586
Fax: (905)628-0855

Dundas District is a very active middle school. There is a history of positive results in the areas of scholarship, leadership, citizenship and sportsmanship. The original 1929 structure has had a number of extensions added over the years. This former high school which served the Dundas and West Flamborough communities, was converted to a grade 6-8 facility in 1988. It is located on Highway #8 at the foot of the Greenville hill. Dundas District School benefits from its mixed socio-economic and cultural student population. Both staff and school community engage in and support a wide variety of programmes which foster academic excellence, social skill development. As well, emphasis is placed upon athletic programming and The Arts. The school gym is the home court for the Dundas Dynamos, a girls' basketball club. As well, extensive after hours use by the community is made of other school facilities. Dundas District School is an active community partner, dedicated to the well-being of its children.

Every Dundas District student is encouraged and assisted to be the best they can be in all aspects of the curriculum and in the area of behaviour and peer relationships. Social skill development is accorded a very high profile. Academic excellence is encouraged and supported through a variety of remedial approaches, including integrated special education class placements and learning resource centers. Enrichment modules and special activities are arranged for an ever increasing numbers of interested students.

The Dundas District School Council is comprised of a large number of parents and several staff members, as well as representatives from both the Students' Council and the local community. Proactive planning and council involvement have included active partnerships with the parents on a variety of important committees dealing with both governance and special interest areas. Extensive use is made of School Council volunteers who operate the Safe Arrival Check Programme, as well as several student and school-based fund raising projects. Active participation includes involvement on committees which deal with school budget-setting, priority funding projects, discipline code review and program development. Our Dundas District community is aware of and supports the three "R" words: Respect, Responsibility, Results.

SCHOOL RESPONSE AND "INTENT FOR ACTION" PLAN

We are aware that EQAO results offer a glimpse of our students' achievement in the areas of reading, writing, and mathematics. However, we also are aware that these results are another important part of our students' achievement profiles and represent all that has been learned since the start of their school career, up to and including grade 6. Our staff is working on an in-depth analysis of these results. The following demographic, attitude and overall achievement chart indicates our grade 6 students' attitudes and perceptions, as well as an achievement comparison to the overall grade 6 results throughout the Hamilton-Wentworth District School Board.

We can see from our data that there are a large number of students who are at, above, or approaching academic expectations, for the grade (reading 86%, writing 86%, mathematics 82%). The school staff will analyze these results, compare them to daily performance observations, and then develop an action plan for improved academic achievement and attitudes. The new plan will then be shared with our school council in January, for additional input. Finally, in February 2000, the Dundas District Academic Action Plan will be implemented. Parents and guardians have now received their children's individual EQAO reports. They were invited to discuss these results with their child's teacher(s) and were offered the opportunity to appeal any EQAO results which might, in their opinion, represent an inaccurate profile of their child. No appeals were tendered.

Demographics (Grade 6)			Attitudes (Grade 6)		Girl	Boys
			(percent saying yes)			
5	Classes with Grade 6 Students		I like to read		73%	55%
131	Grade 6 students		I am a good reader		76%	54%
0%	In English as a Second Language Program (ESL)		I like to write		47%	26%
3%	Exempted in all three subjects		I am a good writer		56%	34%
15%	Receiving Special Education support		I like mathematics		41%	26%
52%	Boys	47% Girls	I am good at mathematics		44%	58%
1%	Gender not specified		I do reading that is not part of my work at school		64%	42%
0%	Of the students said they speak only or mostly in another language at home		I do writing that is not part of my work at school		42%	29%
6%	Of the students said they speak as often in English as in another language at home		I do mathematics that is not part of my work at school		25%	23%
Overall Achievement (Grade 6)			Reading	Writing	Mathematics	
(percent at performance level)			Levels 3,4	Levels 3,4	Levels 3,4	
All students			46%	50%	38%	
			48%	52%	40%	
Girls			55%	60%	44%	
			57%	63%	46%	
Boys			38%	41%	34%	
			41%	43%	35%	
ESL students			-	-	-	
Non ESL students			-	-	-	
Receiving Special Education support			10%	10%	10%	
			12%	12%	12%	
Not Receiving Special Education support			52%	57%	43%	
			53%	58%	44%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
 Minus (-) (shaded line) includes students who were exempted and students for whom no data were collected.
 Minus (-) excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

SCHOOL REPORT
GRADE 3 ASSESSMENT OF
READING, WRITING AND MATHEMATICS: 1997-1998

Earl Kitchener School

School Address: 300 Dundurn St. S.

School Phone: (905) 528-0223

School Fax: (905) 528-6794

Principal: Mrs. Diane Rawsthorn

Grade Levels: JK-5

Enrolment: 394

Hamilton-Wentworth D.S.B.

Information: 527-5092 Ext. 2631

Earl Kitchener School is located in the Kirkendall community. It is one of the older schools in Hamilton first opening its doors in 1915. In 1975, Earl Kitchener School became the first school in Hamilton to offer a French Immersion program starting in Senior Kindergarten. To this day, the school has a dual track offering programs in English and French. Presently, Earl Kitchener serves 394 students of whom approximately one half is in French Immersion and the other half is in the English program making it the largest of the dual track schools in Hamilton. A socio-economic profile would show Earl Kitchener to be a quite solidly middle class school with a small but significant lower socio-economic population.

As one of the founding member schools in 1933 of the Hamilton Home & School Association, Earl Kitchener has benefited from the long-standing support and participation of parents in their child's education. The more recently founded Earl Kitchener School Council adds a further dimension of parental involvement and support.

Earl Kitchener has always had a strong program focus. As a response to previous test results, we have begun the implementation of the Quest 2000 math textbook series with the goal of aligning math. instruction, assessment and evaluation to curriculum expectations. With the financial assistance of the Home & School, teacher resource materials and classroom manipulative materials have been provided. Each teacher has created a Math Word Wall in the classroom to link appropriate mathematical terminology with concepts as they are developed. We have adopted a common problem-solving model for use across the primary and junior divisions.

Earl Kitchener School has a proud history and a dynamic present. It is a school where staff and parents work together as partners striving to provide the best education for all our children and guided by our statement of beliefs – Respect, Responsibility, Recognition and Relationships.

SCHOOL RESPONSE AND INTENT FOR ACTION

Of the 56 students who participated in the test, 32 or 57% are in the French Immersion program. French Immersion students receive no instruction in English throughout Senior Kindergarten and Grade 1. They receive 45 min./day or 225 min./wk. in English in Grades 2 and 3. Therefore, they have had significantly less English instruction than their peers in the English program. The results for tests in reading and writing which are done in English must be reviewed with this in mind.

The percentage of students performing at Level 3 and 4 has increased significantly over last year. The percentage of students for whom there was "not enough information to score" also showed a marked improvement. In part, we attribute these improvements to our focus on the Student Anchor booklets, exploring the characteristics of student work at Level 3 and 4 as a basis for modifying programs and instruction and for evaluating student achievement throughout the year. This focus should continue.

An initial review of the results suggest that:

- reasoning and communication in reading
- problem-solving, understanding of concepts and communication of required knowledge in math

need to be addressed in the development of our action plan for the coming year. The action plan will be a major component of our school improvement plan.

The Principal's Report on the 1998-99 Grade 3 Assessment will be shared with School Council and Home & School in the new year. Highlights will be included in the Home & School Newsletter.

PRINCIPAL: Diane Rawsthorn

DATE: 10/11/99

Earl Kitchener School (insert after Earl Kitchener School Summary Report)**Demographics (Grade 3)**

4	Classes with Grade 3 Students
56	Grade 3 students
0%	In English as a Second Language Program (ESL)
7%	Exempted in all three subjects
18%	Receiving Special Education support
48%	Boys
50%	Girls
2%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
5%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	<u>Girls</u>	<u>Boys</u>
I like to read.	82%	67%
I am a good reader.	71%	52%
I like to write.	79%	48%
I am a good writer.	71%	48%
I like mathematics.	64%	74%
I am good at mathematics.	43%	59%
I do reading that is not part of my work at school.	82%	56%
I do writing that is not part of my work at school.	79%	30%
I do mathematics that is not part of my work at school.	54%	44%

Overall Achievement (Grade 3)

(percent at performance level)

	<u>Reading</u> Levels 3,4	<u>Writing</u> Levels 3,4	<u>Mathematics</u> Levels 3,4
All students	71% 77%	77% 83%	80% 87%
Girls	64% 72%	75% 84%	79% 88%
Boys	78% 81%	81% 85%	81% 85%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	30% 50%	40% 67%	40% 67%
Not Receiving Special Education support	80% 80%	85% 85%	89% 89%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	69% 69%	78% 78%	78% 78%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

EASTDALE PUBLIC SCHOOL

Address: 275 Lincoln Road
Stoney Creek, Ontario L8E 1Z4
Telephone: (905) 662-4363
Fax No: (905) 575-8136

Principal: Ms. C. Phillips
Grade Level: J.K. - 8
Enrolment: 272
HWDSB Information: (905) 527-5092, ext. 2414

Eastdale Public School is located on 4.2 acres of land adjacent to a city park. Our catchment area is from Barton Street on the north; Hwy. 8 on the south; Grays Rd. to the west; and Green Rd., to Hemlock, to Millen Rd. on the east. Eastdale is a school comprised of 272 students in classes from Junior Kindergarten to Grade 8. The majority of our students walk to school, with approximately twenty students being bused from the southeast corner of the catchment area. Our students are multicultural, representing countries from Europe, Africa, Asia, and North America. The original school was built in 1965, with an addition added in 1979. The school has a large kindergarten room, 9 classrooms, a resource room, gymnasium, computer lab and a library. Eastdale's two baseball diamonds are used by the community along with the three baseball diamonds on the parkland. It is truly a community school. The student body, encompassed in the name Eastdale Eagles strive to reach the heights of the vision statement "Soaring Towards Excellence". They are motivated by the school motto, S.O.A.R. (Always: STUDIOUS, ORGANIZED, ACTIVE, RESPONSIBLE). Eastdale School enjoys a strong and supportive partnership with the School Council. Volunteers from our community support our school on a daily basis. School priorities for the past year have included a focus on literacy, science and mathematics. We have a well organized TAG (Teacher Advisor Group) in grades 7, 8 that is directly linked to our School Social Skills program .

SCHOOL RESPONSE AND INTENT FOR AN ACTION PLAN

At Eastdale Public School, we are constantly striving for improvement. Last year the 1998 EQAO results were an important component of the school plan. Eastdale Public School continues to support program through the introduction of : Open Court in the Kindergarten class, new Mathematics textbooks throughout the school, in - service for our teachers in Mathematics. From an initial viewing of the school data we are pleased at the number of our students performing at levels 3,4 (Grade 3: Reading 45%, Writing, 74%, Mathematics, 45% Grade 6: Reading 48%, Writing 57%, Mathematics 57%). If the EQAO statistics included level 2 as they did last year we would find the following percentage of students performing at levels 2,3,4 (Grade 3: Reading 86%, Writing, 100%, Mathematics, 90% Grade 6: Reading 95%, Writing 87%, Mathematics 83%). Close analysis indicated areas of strength (Writing) as well as areas of concern (Mathematics - particularly the Boys). The areas of concern will be addressed through further discussion, analysis and team planning. An action plan will be developed to guide our curriculum focus for the coming year. The results will be shared with the School Council and interested parents.

Grade 3 and Grade 6 Assessments of Reading and Writing and Mathematics 1998-1999

Demographics (Grade 3)			Attitudes (Grade 3) (parent saying yes)		Girls	Boys
1	Classes with Grade 3 Students		I like to read		72%	54%
32	Grade 3 students		I am a good reader		61%	54%
0%	In English as a Second Language Program (ESL)		I like to write		50%	54%
3%	Exempted in all three subjects		I am a good writer		33%	31%
22%	Receiving Special Education support		I like mathematics		33%	54%
41%	Boys	59% Girls	I am good at mathematics		22%	46%
0%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school		61%	23%
0%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school		67%	62%
0%	Of the students said they speak as often in English as in another language at home		I do mathematics that is not part of my work at school		22%	15%
Overall Achievement (Grade 3)			Reading	Writing	Mathematics	
(percent at performance level)			Levels 3,4	Levels 3,4	Levels 3,4	
All students			44%	72%	44%	
			45%	74%	45%	
Girls			47%	74%	58%	
			50%	78%	61%	
Boys			38%	69%	23%	
			38%	69%	23%	
ESL students			-	-	-	
Non ESL students			-	-	-	
Receiving Special Education support			0%	0%	0%	
			0%	0%	0%	
Not Receiving Special Education support			56%	92%	56%	
			56%	92%	56%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 includes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

45

EASTDALE PUBLIC SCHOOL

Address: 275 Lincoln Road
Stoney Creek, Ontario L8E 1Z4
Telephone: (905) 662-4363
Fax No: (905) 575-8136

Principal: Ms. C. Phillips
Grade Level: J.K. - 8
Enrolment: 272
HWDSB Information: (905) 527-5092, ext. 2414

Eastdale Public School is located on 4.2 acres of land adjacent to a city park. Our catchment area is from Barton Street on the north; Hwy. 8 on the south; Grays Rd. to the west; and Green Rd., to Hemlock, to Millen Rd. on the east. Eastdale is a school comprised of 272 students in classes from Junior Kindergarten to Grade 8. The majority of our students walk to school, with approximately twenty students being bused from the southeast corner of the catchment area. Our students are multicultural, representing countries from Europe, Africa, Asia, and North America. The original school was built in 1965, with an addition added in 1979. The school has a large kindergarten room, 9 classrooms, a resource room, gymnasium, computer lab and a library. Eastdale's two baseball diamonds are used by the community along with the three baseball diamonds on the parkland. It is truly a community school. The student body, encompassed in the name Eastdale Eagles strive to reach the heights of the vision statement "Soaring Towards Excellence". They are motivated by the school motto, S.O.A.R. (Always: STUDIOUS, ORGANIZED, ACTIVE, RESPONSIBLE). Eastdale School enjoys a strong and supportive partnership with the School Council. Volunteers from our community support our school on a daily basis. School priorities for the past year have included a focus on literacy, science and mathematics. We have a well organized TAG (Teacher Advisor Group) in grades 7, 8 that is directly linked to our School Social Skills program .

SCHOOL RESPONSE AND INTENT FOR AN ACTION PLAN

At Eastdale Public School, we are constantly striving for improvement. Last year the 1998 EQAO results were an important component of the school plan. Eastdale Public School continues to support program through the introduction of : Open Court in the Kindergarten class, new Mathematics textbooks throughout the school, in - service for our teachers in Mathematics. From an initial viewing of the school data we are pleased at the number of our students performing at levels 3,4 (Grade 3: Reading 45%, Writing, 74%, Mathematics, 45% Grade 6: Reading 48%, Writing 57%, Mathematics 57%). If the EQAO statistics included level 2 as they did last year we would find the following percentage of students performing at levels 2,3,4 (Grade 3: Reading 86%, Writing, 100%, Mathematics, 90% Grade 6: Reading 95%, Writing 87%, Mathematics 83%). Close analysis indicated areas of strength (Writing) as well as areas of concern (Mathematics - particularly the Boys). The areas of concern will be addressed through further discussion, analysis and team planning. An action plan will be developed to guide our curriculum focus for the coming year. The results will be shared with the School Council and interested parents.

Demographics (Grade 6)		Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999	
		Attitudes (Grade 6)	Girls Boys
		(percent saying yes)	
1	Classes with Grade 5 Students	I like to read	82% 29%
26	Grade 6 students	I am a good reader	64% 71%
4	In English as a Second Language Program (ESL)	I like to write	64% 29%
12	Exempted in all three subjects	I am a good writer	55% 14%
19	Receiving Special Education support	I like mathematics	55% 57%
31	Boys 62% Girls 8% Gender not specified	I am good at mathematics	27% 57%
6	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	82% 43%
0	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	27% 29%
		I do mathematics that is not part of my work at school	27% 43%
Overall Achievement (Grade 6)		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
All students		42% 48%	50% 57%
Girls		44% 54%	50% 62%
Boys		50% 50%	62% 38%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		-	-
Not Receiving Special Education support		-	-

A dash is used where the number of students in a group is lower than 5 and results are not reported.
Method 1: shaded line indicates students who were exempted and students for whom no data were collected.
Method 2: excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

SCHOOL REPORT GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS (1998-1999)

Eastmount Park Public School
155 East 26th Street, Hamilton, ON, L8V 3C5
School Phone: (905) 387-0172
School Fax: (905) 387-5478

Grades: JK to 5
Principal: Jean Petruszkiewicz
Enrolment: 288 Families: 216
Hamilton-Wentworth District School
Information: 527-5092 ext. 2631

46

School Profile

Eastmount Park, built in 1959, is located on the East mountain in the Eastmount Park community. Adjacent to the school is the Eastmount Park Community Centre where various day programs are offered to groups. The majority of the children live in homes that are owned or rented by their families and a smaller number live in low-rise apartments. The majority of school population is English speaking. Presently 288 students are enrolled from Junior Kindergarten to Grade 5. To maximize social and academic progress, all three Kindergarten classes are blend of Junior and Senior Kindergarten children. We house one Junior Comprehensive Class of 12 students. The strong emphasis on integration allows students from this Special Class to be integrated into the regular classes, and offering other Junior and Primary aged students the opportunity to receive support in a reverse-integration model. Many exceptional students thrive in regular class settings. The school's Learning Centre and Resource program support students having special learning needs. The Open Court Reading Program provides students with an opportunity to improve their reading skills. Monthly In-School meetings are arranged by the classroom teachers and Learning Resource Teacher with parents and the principal to communicate strengths, ensure common understanding of concerns and provide support in the direction of improvement. Additional meetings are planned on an emergent basis. IEP's are prepared with and shared with parents for students who are at risk.

School plan priorities include: Literacy, Mathematics, Science and Technology, Assessment, Evaluation and Reporting and Safe Schools. The SEEDS program offers students the opportunity to 'Green' our school and community and we pride ourselves on our upcoming goal: The 'Gold Award'. To further enhance student progress, a variety of supports are in place including high school co-op students, 'Caught-You' recognition, regular assemblies, review and renewal of curriculum resources, and links with community agencies. Eastmount Park celebrates strong and supportive parent partnerships with our School Council and the Parent Volunteer Committee. All groups work hard to achieve our common goals for the betterment of children. As a result of a suggestion at a School Council meeting, the use of the 'Agenda' for communication is part of our School Plan. Thirty regular volunteers provide expertise and support to students and staff, directly enhancing class program and student learning. We are a partnership who value differences, opinions and respect one another.

School Response and Intent for Action Plan

Parents and guardians have received their children's individual reports and were encouraged to discuss the results with the classroom teachers. Overall we are very encouraged by students performing at levels 2 and above in Reading (87%), Writing (90%) and Mathematics (95%). Students performing at Level 3 and above in Reading (43%), Writing (50%) and Mathematics (71%) are reflective of the value of students receiving Special Education support (54%). Of the grade 3 enrolment, 6% of students were exempted in all three subjects. ESL is perceived as a factor in our results as 12% of the students responded they speak as often in English as in another language at home. Of interest, in the home questionnaire, is the consistently positive attitude conveyed by the girls and their better performance across all three tests. Divisional staff will analyze these results with a view to reviewing and revising the interventions that are necessary to improve academic performance. This plan will be shared for further input by School Council in early 2000. We welcome parents to take part in this process by contacting the principal's office for further information.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 3 Students	I like to read		89%	61%
52	Grade 3 students	I am a good reader		79%	64%
2%	In English as a Second Language Program (ESL)	I like to write		74%	54%
6%	Exempted in all three subjects	I am a good writer		79%	39%
54%	Receiving Special Education support	I like mathematics		63%	61%
60%	Boys 38% Girls 2% Gender not specified	I am good at mathematics		63%	61%
0%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		74%	46%
12%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		63%	32%
		I do mathematics that is not part of my work at school		53%	39%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		38%	46%	67%	
		43%	50%	71%	
Girls		60%	65%	80%	
		60%	65%	80%	
Boys		23%	32%	58%	
		27%	37%	64%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		18%	29%	46%	
		21%	32%	52%	
Not Receiving Special Education support		62%	67%	92%	
		65%	70%	92%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
 Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
 Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

FAIRFIELD ELEMENTARY SCHOOL

School Address: 1501 Barton St. E.
Hamilton, Ontario
L8H 2X3

Principal: Mr. Doug Steele

Grade Levels: JK - 5

School Phone: (905) 544-2932
No. (905) 544-1296

Enrolment: 251
H.W.D.S.B.: (905) 527-5092

Fairfield School is a JK-5 school located on Barton Street East in the east-end of Hamilton. Built in 1915 and enlarged in 1918, Fairfield is now 84 years old. In these 84 years, only the 1965 construction of a gymnasium/auditorium and the 1988 renovation to update wiring, washrooms, classrooms, hallways and school offices have altered the original two and a half storey red brick structure.

The Fairfield neighbourhood which straddles Barton Street - a major traffic artery - borders the large and expanding Dofasco Steel Works. The Fairfield neighbourhood is a stable community composed mostly of detached single family homes. Over the past 2-3 years, there has been an increase in the number of families enrolling ESL students at Fairfield.

The School Plan priorities continue to include: implementation of the Ontario Curriculum K-5 with focus on Language, Mathematics and Science and Technology; Assessment, Evaluation and Reporting; Safe Schools; Social Skills Development and Parents/Community As Effective Partners (including School Council).

The Fairfield School staff and the School Council continue to work together on several initiatives designed to meet student and school needs. For the second year our Nutritious Recess Snack Program is providing a healthy snack for all our JK-Grade 5 students every school day. The Volunteer Program continues to be strong and effective because many parents have again offered their time and support.

School Response and Intent For Action Plan

Parents have been encouraged to review/discuss their child's Individual Report with the classroom teachers and/or principal. The responses on the Student and Home Questionnaires indicate some parents are working with their children at home. The school staff plan to explore a variety of ways to enhance parent assistance and support of regular reading and homework at home.

The school staff plan to review the 1998/99 School Action Plan currently in place, our student EQAO results for 1999, the responses to the Student and Home Questionnaires, HWDSB EQAO Action Plans for 1999 and the strategies/suggestions for action contained in the EQAO Provincial Report Achievement for 1998/99 and determine the implications for programming and instruction at Fairfield. The results of this assessment, along with our revised Action Plan, will be shared with our School Council and our parents.

Reading: That teachers continue to use a variety of individual and group approaches to teach skills and to extend students' understanding of what they've read.

Writing: That teachers give students instruction and practice in writing, correcting and revising both the organization and the conventions of their own writing.

Mathematics: That teachers distribute the instruction of mathematics across all 5 strands so that all concepts and skills are taught with an emphasis on understanding basic patterns, problem-solving and communication. In addition, that mathematics is regularly integrated across the curriculum.

The School Action Plan will also look at ways of integrating Information Technology skills as a vehicle to enhance confidence, competence and performance in reading, writing and mathematics.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		75%	53%
31	Grade 3 students	I am a good reader		58%	53%
16%	In English as a Second Language Program (ESL)	I like to write		83%	74%
10%	Exempted in all three subjects	I am a good writer		67%	58%
29%	Receiving Special Education support	I like mathematics		33%	58%
61%	Boys 39% Girls 0% Gender not specified	I am good at mathematics		17%	53%
10%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school.		58%	53%
10%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		50%	63%
		I do mathematics that is not part of my work at school.		33%	47%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		16%	29%	23%	
		19%	32%	26%	
Girls		17%	33%	25%	
		18%	36%	27%	
Boys		16%	26%	21%	
		19%	29%	25%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		0%	0%	0%	
		0%	0%	0%	
Not Receiving Special Education support		23%	41%	32%	
		24%	43%	33%	
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

#8

SCHOOL REPORT
GRADE 3 ASSESSMENT of READING,
WRITING and MATHEMATICS

Fernwood Park Public School

School Address: 780 Ninth Avenue, Hamilton
School Phone: 383-3364
School Fax: 393-7596

Principal: Nora-Lyn Veevers
Enrolment: 257
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

Grade Levels: J.K. – Gr. 5

School Profile

Fernwood Park's school community is predominantly residential. The 1991 Census Canada report shows that only 28% of our families moved within a five year period. Lone parent families identified themselves as 9% of our student population. Our school finds our parents to be well informed and actively involved in the educational process. Parents are very supportive and at the same time demand accountability both of the staff and of themselves when it comes to the academic progress of their children.

The size of our Grade 3 population is small and therefore results must be interpreted very cautiously. This said, the E.Q.A.O. results are still useful to us as we identify individual, small and large group learning needs of not just our grade 3 students but just as importantly the educational needs of all our students

Fernwood Park School enjoys a healthy partnership with our School Council and with the vast majority of our students' parents, with all working hard to achieve our common goals. We have about 50 actively involved volunteers in this school of only 257 students. This speaks highly of both the tremendous support of our parents but also of the truly invitational nature of our school's staff. We all agree that a healthy and open partnership between home and school forms the foundation of academic success for our students.

School Response

The staff is examining the work of students who achieved at Level 2 to determine where their work approaches the provincial standard and where specific interventions are required. As well we will be looking at how our students did as compared to the system and provincial results for help in trying to interpret our school results. It is interesting to note that this year our grade three classes were composed of 50 % boys and 50 % girls. Their performance in writing and mathematics were similar but the girls performed significantly better than the boys in reading.

The EQAO results will be shared with the school community via newsletter and School Council meetings. A team of teachers with input from interested parents and the School Council will look at this year's results in developing our School Plan. Assessment and evaluation for improving student achievement is central to our Cluster Plan and to our School Plan. Teams of teachers will be developing assessment strategies and using assessment tools such as the Writing Exemplars Document and the Math Assessment Project to help address results in specific areas (Writing and Math). Implementation of a specific reading intervention program (such as All Star Reading) will address the weaker results in Reading.

N-L Veevers
Principal Signature:

November 8, 1999
Date:

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)

2	Classes with Grade 3 Students	
44	Grade 3 students	
0%	In English as a Second Language Program (ESL)	
5%	Exempted in all three subjects	
14%	Receiving Special Education support	
50%	Boys	50% Girls
2%	Of the students said they speak only or mostly in another language at home	0% Gender not specified
2%	Of the students said they speak as often in English as in another language at home	

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	95%	64%
I am a good reader	73%	68%
I like to write	91%	50%
I am a good writer	73%	36%
I like mathematics	68%	59%
I am good at mathematics	45%	55%
I do reading that is not part of my work at school	41%	45%
I do writing that is not part of my work at school	50%	32%
I do mathematics that is not part of my work at school	27%	23%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	57%	43%	73%
	60%	45%	76%
Girls	64%	41%	73%
	70%	45%	80%
Boys	50%	45%	73%
	50%	45%	73%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

FESSENDEN SCHOOL

Address: 168 Huron Avenue
Ancaster, Ontario L9G 1V7
Telephone: (905) 648-4115
Fax No.: (905) 648-4280

Principal: Mr. R. Brown
Grade Levels: JK - 6
Enrolment: 328 students
HWDSB Information: (905) 527-5092 Ext 2414

Fessenden school is one of the only 216 schools in Canada that has been designed an EARTH SCHOOL after having completed 1000 environmental projects

Our school motto is "INTEGRITY, INDUSTRY AND INTELLECT"

Fessenden was built in 1959 and originally had 18 classes of students. It was named after Clementina Fessenden, an early settler in this area. Presently, Fessenden School is a Junior Kindergarten to Grade 6 school with 328 students. Our students reside in an area bounded by Fiddler's Green Road, Sawmill Road and Highway #2 (Wilson Street). Presently Fessenden has four primary classes and six junior classes. As well there is one JK class, one blended JK/SK class and one Kindergarten class.

Programs in the school include a full rotary music schedule, a computer lab and a French room for our junior classes. Our Resource Program and our Special Class support students with additional learning needs.

A time capsule, buried in the front hallway, is to be opened in 2009, when Fessenden School turns 50 years old. Fessenden School supports a strong partnership with our parents. Both a Home and School Association and School Council work together to provide support for our students and teachers to enrich the education of our students. Parent Volunteers and Co-op students from the High School provided added daily support for our students. Fessenden School offers the All Star Reading program to our emerging readers. This is only possible with the assistance of parent volunteers. Fessenden also serves as a Teacher Apprentice site for Brock University Teachers College. Young teachers in both divisions are actively involved with our students learning from our staff.

Fessenden maintains a strong relationship with Ancaster Senior School and actively supports class partnerships between the two sites.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Our overall EQAO results were very strong. Improvement was shown in the majority of areas with dramatic improvement in others. The results will focus Fessenden on three areas.

Reading will continue to be a major focus. Our school will continue to implement early intervention strategies and provide assistance and programs for our emerging readers.

Our school will be attempting to increase parent knowledge of the new Ontario Curriculum and attempt to explain ways that parents can assist in their child's learning. The Curriculum Night that just occurred was the first step in this process.

In Mathematics, our junior division will increase the awareness of and concentration on various geometric concepts. Language conventions (grammar, spelling and punctuation) will also receive increased emphasis in both divisions.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3) (percent saying yes)		Girls	Boys
2	Classes with Grade 3 Students	I like to read	77%	70%	
53	Grade 3 students	I am a good reader	58%	57%	
0%	In English as a Second Language Program (ESL)	I like to write	65%	48%	
2%	Exempted in all three subjects	I am a good writer	62%	56%	
9%	Receiving Special Education support	I like mathematics	69%	67%	
51%	Boys 49% Girls 0% Gender not specified	I am good at mathematics	54%	63%	
0%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	73%	52%	
9%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	81%	56%	
		I do mathematics that is not part of my work at school	73%	52%	
Overall Achievement (Grade 3)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
All students		47%	68%	72%	
		52%	72%	76%	
Girls		46%	73%	69%	
		50%	76%	72%	
Boys		48%	63%	74%	
		54%	68%	80%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded row) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

FESSENDEN SCHOOL

Address: 168 Huron Avenue
Ancaster, Ontario L9G 1V7
Telephone: (905) 648-4115
Fax No.: (905) 648-4280

Principal: Mr. R. Brown
Grade Levels: JK - 6
Enrolment: 328 students
HWDSB Information: (905) 527-5092 Ext 2414

Fessenden school is one of the only 216 schools in Canada that has been designed an EARTH SCHOOL after having completed 1000 environmental projects

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Programs in the school include a full rotary music schedule, a computer lab and a French room for our junior classes. Our Resource Program and our Special Class support students with additional learning needs

A time capsule, buried in the front hallway, is to be opened in 2009, when Fessenden School turns 50 years old. Fessenden School supports a strong partnership with our parents. Both a Home and School Association and School Council work together to provided support for our students and teachers to enrich the education of our students. Parent Volunteers and Co-op students from the High School provided added daily support for our students. Fessenden School offers the All Star Reading program to our emerging readers. This is only possible with the assistance of parent volunteers.

Fessenden also serves as a Teacher Apprentice site for Brock University Teachers College. Young teachers in both divisions are actively involved with our students learning from our staff

Fessenden maintains a strong relationship with Ancaster Senior School and actively supports class partnerships between the two sites.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Our overall EQAO results were very strong. Improvement was shown in the majority of areas with dramatic improvement in others

The results will focus Fessenden on three areas.

Reading will continue to be a major focus. Our school will continue to implement early intervention strategies and provide assistance and programs for our emerging readers

Our school will be attempting to increase parent knowledge of the new Ontario Curriculum and attempt to explain ways that parents can assist in their child's learning. The Curriculum Night that just occurred was the first step in this process.

In Mathematics, our junior division will increase the awareness of and concentration on various geometric concepts.

Language conventions(grammar, spelling and punctuation) will also receive increased emphasis in both divisions.

Grade 3 and Grade 5 Assessments of Reading, Writing and Mathematics: 1998-1999			
Demographics (Grade 6)		Attitudes (Grade 6)	Girls Boys
		(percent saying yes)	
2	Classes with Grade 6 Students	I like to read	75% 55%
55	Grade 5 students	I am a good reader	61% 73%
0%	In English as a Second Language Program (ESL)	I like to write	61% 46%
6%	Exempted in all three subjects	I am a good writer	53% 55%
18%	Receiving Special Education support	I like mathematics	31% 42%
42%	Boys 58% Girls 0% Gender not specified	I am good at mathematics	47% 69%
3%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	69% 58%
3%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	53% 46%
		I do mathematics that is not part of my work at school	36% 46%
Overall Achievement (Grade 6)		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
All students		68%	55%
		75%	60%
Girls		74%	63%
		80%	69%
Boys		58%	44%
		67%	48%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		25%	8%
		38%	12%
Not Receiving Special Education support		77%	66%
		80%	71%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1: shaded line indicates students who were exempted and students for whom no data were collected.

Method 2: includes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

Flamborough Centre Public School

School Address: 922 Centre Road, R.R.#2,
Hamilton, Ontario
L8N 2Z7
Telephone: (905) 689-6636
Fax No.: (905) 689-2026

Principal: Mr. D. Wood
Grade Levels: JK-8
Enrolment: 456 students

Flamborough Centre School is located about 3 km north of Waterdown on Centre Road at the Sixth Concession. The original building was constructed in 1928, and has seen several additions and renovations, the most recent being a portapack and two portable classrooms. The mainly rural primary and junior students live north of the 4th Concession, east of Highway 6 and south of the 8th Concession. The 320 grade 6, 7 and 8 students include students from two schools in the Town of Waterdown. The school is located on a spacious lot that includes 2 baseball diamonds, a soccer field, track and field area, outdoor volleyball and basketball facilities and a creative play centre. Programs in the school include instrumental music, family studies, design and technology, and computer instruction in a networked lab setting. A Resource Program provides support for students with additional learning needs.

In the last year, the school has emphasized problem solving in mathematics, literacy (introduction of a new primary reading program - Open Court, reading assessment and support for needy students, All Star Reading Program and reading buddies, social skills initiatives (peer mediators, zero tolerance for violence), and technology (established a computer lab and a mini-lab, manipulative materials and a focus on science). The staff and community support a variety of co-instructional activities, including school teams, hosting of inter-school tournaments, choirs and our band.

Flamborough Centre School enjoys a healthy partnership with the School Council, with all working hard to achieve our goals. Parents also serve on many committees and assist at many functions where their expertise and support are invaluable.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN - Grade 3

Presently our staff is working on an in depth analysis of our EQAO results. We were very proud to learn that 91% of our students achieved Levels 3 or 4 in Mathematics. During this past year our focus was to improve student achievement in the Communication Area in Mathematics and these results were achieved through the use of the Problem of the Day strategy in which students were encouraged to share and discuss the different problem solving strategies that they used. The number of students performing at Levels 3 and 4 in Writing are not meeting our expectations. We are examining the work of students who were very close to achieving Level 3 to determine what specific interventions are required. The staff is considering a variety of strategies that they may use to improve our students' skills in Writing. We will analyze our current action plan and change or adapt it as required. We will invite further input from our School Council and other interested parents in January. By February we intend to have our action plan in effect.

Demographics (Grade 3)		Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Attitudes (Grade 3)		Girls		Boys	
				(percent saying yes)					
1	Classes with Grade 3 Students			I like to read		-		25%	
11	Grade 3 students			I am a good reader		-		50%	
0%	In English as a Second Language Program (ESL)			I like to write		-		38%	
0%	Exempted in all three subjects			I am a good writer		-		0%	
27%	Receiving Special Education support			I like mathematics		-		50%	
73%	Boys	27%	Girls	I am good at mathematics		-		50%	
0%	Of the students said they speak only or mostly in another language at home			I do reading that is not part of my work at school		-		12%	
0%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		-		12%	
				I do mathematics that is not part of my work at school		-		0%	
Overall Achievement (Grade 3)		Reading		Writing		Mathematics			
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4			
All students		55%		45%		91%			
		60%		50%		91%			
Girls		-		-		-			
Boys		-		-		-			
ESL students		-		-		-			
Non ESL students		-		-		-			
Receiving Special Education support		-		-		-			
Not Receiving Special Education support		-		-		-			

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (exempted line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Flamborough Centre Public School

School Address: 922 Centre Road, R.R.#2,
Hamilton, Ontario
L8N 2Z7
Telephone: (905) 689-6636
Fax No.: (905) 689-2026

Principal: Mr. D. Wood
Grade Levels: JK-8
Enrolment: 456 students

Flamborough Centre School is located about 3 km north of Waterdown on Centre Road at the Sixth Concession. The original building was constructed in 1928, and has seen several additions and renovations, the most recent being a portapack and two portable classrooms. The mainly rural primary and junior students live north of the 4th Concession, east of Highway 6 and south of the 8th Concession. The 320 grade 6, 7 and 8 students include students from two schools in the Town of Waterdown. The school is located on a spacious lot that includes 2 baseball diamonds, a soccer field, track and field area, outdoor volleyball and basketball facilities and a creative play centre. Programs in the school include instrumental music, family studies, design and technology, and computer instruction in a networked lab setting. A Resource Program provides support for students with additional learning needs.

In the last year, the school has emphasized problem solving in mathematics, literacy (introduction of a new primary reading program - Open Court, reading assessment and support for needy students, All Star Reading Program and reading buddies, social skills initiatives (peer mediators, zero tolerance for violence), and technology (established a computer lab and a mini-lab, manipulative materials and a focus on science). The staff and community support a variety of co-instructional activities, including school teams, hosting of inter-school tournaments, choirs and our band.

Flamborough Centre School enjoys a healthy partnership with the School Council, with all working hard to achieve our goals. Parents also serve on many committees and assist at many functions where their expertise and support are invaluable.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN - Grade 6

Our staff is presently working on an in depth analysis of our EQAO results. Over two-thirds of our students achieved Levels 3 or 4 in each of the subjects. All students participated in this testing. We are proud of our results with Mathematics being a strength. Our staff is analyzing the results and determining where we need to focus our program and instruction for our action plan. We are examining the work of students at Level 2 to determine where their work approaches the provincial standard and where specific interventions are required. Our action plan for improvement will be discussed and approved by our School Council and then these measures for improvement will be put into place by February. Any parent who wishes to take part in drawing up the action plan is welcome to do so.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999			
Demographics (Grade 6)		Attitudes (Grade 6) (percent saying yes)	
		Girls	Boys
1	Classes with Grade 6 Students		
29	Grade 6 students		
0%	In English as a Second Language Program (ESL)		
3%	Exempted in all three subjects		
14%	Receiving Special Education support		
0%	Boys		
0%	Girls		
100%	Gender not specified		
0%	Of the students said they speak only or mostly in another language at home		
4%	Of the students said they speak as often in English as in another language at home		
Overall Achievement (Grade 6) (percent at performance level)		Mathematics Levels 3,4	
	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	62%	59%	72%
Girls	67%	61%	75%
Boys			
ESL students			
Non ESL students			
Receiving Special Education support			
Not Receiving Special Education support			

SCHOOL REPORT

Grade 3 Assessment of Reading, Writing and Mathematics 1998-99

FRANKLIN ROAD SCHOOL

School Address:	500 Franklin Road	Principal:	L. Somerville
	Hamilton, Ontario	Grade Levels:	JK-5
	L8V 2A4	Enrolment:	398
Telephone:	(905) 388-4731	Board Info.:	133-169
Fax Number:	(905) 388-3213		

School Profile

Franklin Road School is a 46 year old one floor school located on Hamilton's east escarpment. Close to 400 children attend school here. We currently have 22 teaching staff, 4 educational assistants and 1 administrator. Our newly implemented block timetable offers core subjects (Mathematics and Language) in home room, with Music, Core French, Health & Physical Education, Science & Technology, Visual Arts, Social Studies, and Computer Technology offered on rotary for Gr. 1-5 students. Our Learning Centre offers replacement programming and remedial and/or enrichment support to students on a regular basis. Our special class students are integrated into age and ability appropriate classrooms.

This year's school plan is organized under two categories: The Ontario Curriculum and Safe Schools. The areas of focus for Ontario Curriculum are: improving student numeracy & literacy scores; meeting the needs of all students; integrating information technology into the curriculum; and electronic reporting. The areas of focus for Safe Schools are: safe learning environment; Peer Mediation; social skills programming; and reviewing the behaviour code.

New program materials continue to be purchased through school budget and fundraising efforts to support the implementation of Ontario Curriculum: Language Arts Gr. JK-5; Spelling Gr. 2-5; Mathematics Gr. JK-5; Science & Technology materials; mathematics hands-on manipulatives; remedial programs; etc. Staff are considering ways to track student growth over time. Several staff reps have attended system workshops and conferences at the provincial level to support implementation of the Ontario Curriculum.

School Response

As a staff we will be analyzing results from student questionnaires; home questionnaires; and student results looking for commonalities, discrepancies, and patterns. Some of the factors we will be examining are: gender responses; predominant language spoken in the home; use of computers for reading, writing and mathematics; and parental involvement in teaching mathematics, language at home; etc.

The numbers of students performing at levels 3 and 4 in reading (23%); writing (27%); and mathematics (31%) are not meeting our expectations. Staff will determine where the performance of students at level 2 are in regards to the provincial standard. As well, strategies and long range plans will be put into place to support students whose performance is at level 1 and for students performing at level 4 who may require extension or enrichment.

We will use team/grade planning sessions and in-school support team meetings involving staff, resource personnel and parents to analyze the results and address student and program needs. Specific strategies, resources, and timelines will be written into our school plan. Parents have been invited to be a part of this process. Plans will be shared and input will be invited from our School Council. Review will occur through our School Plan review process in November and December 2000.

Principal's Signature: _____

L. Somerville

Date: _____

Nov. 11, 1999

Franklin Road School (insert after Franklin Road School Summary Report)

Demographics (Grade 3)

5	Classes with Grade 3 Students
57	Grade 3 students
7%	In English as a Second Language Program (ESL)
4%	Exempted in all three subjects
26%	Receiving Special Education support
56%	Boys
44%	Girls
0%	Gender not specified
5%	Of the students said they speak only or mostly in another language at home
16%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	84%	68%
I am a good reader	44%	52%
I like to write.	72%	58%
I am a good writer.	48%	39%
I like mathematics.	60%	74%
I am good at mathematics.	24%	52%
I do reading that is not part of my work at school.	48%	55%
I do writing that is not part of my work at school	56%	42%
I do mathematics that is not part of my work at school.	36%	39%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	19%	25%	30%
	23%	27%	31%
Girls	24%	32%	20%
	24%	32%	20%
Boys	16%	19%	38%
	22%	22%	40%
ESL students			
Non ESL students			
Receiving Special Education support	7%	0%	33%
	10%	0%	38%
Not Receiving Special Education support	24%	33%	29%
	26%	34%	29%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.			

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

54 George L. Armstrong School Report for Grade Three (3)

School Address: 460 Concession Street
Hamilton, Ontario L9A 1C3
Telephone: (905) 385-5337
Fax No.: (905) 385-8996

Principal: Mrs. Christine Lebi
Vice-Principal: Mr. Bill Whittle
Enrolment: 690 students
Hamilton-Wentworth Board Info: 133168 (212490)

George L. Armstrong is a large (690 students) JK- 8 school located between Upper Wentworth and Upper Wellington Streets on Concession Street. The original building was built in 1930 with an addition added in 1987. This relatively stable (less than 10% turnover rate) community is mainly comprised of families whose first language is English, although there is an increasing number of E.S.L. students. Our Learning Centre provides programming both in classrooms and in the Learning Centre itself for students in a Deaf/Hard of Hearing class and a large number of students with Specific Learning Disabilities. Our Middle School receives students from 4 feeder schools: Linden Park, Eastmount Park, Queensdale and Peace Memorial. As well as an organized and supportive School Council, the school has a very active Parents and Educators Together Committee whose efforts range from fundraising to parent education.

School priorities in the past few years have included a focus on the implementation of: The Common Curriculum and The Ontario Curriculum; Assessment, Evaluation and Reporting; Computers and Safe Schools initiatives such as environmental issues, a K-8 social skills program and Peer Mediation. The staff and community value and support a variety of co-curricular and extra-curricular activities including a Comprehensive School Health Pilot project in conjunction with the Public Health department, an extensive house league program, school teams, student councils in both Junior and Middle Schools, and choir.

G.L. Armstrong enjoys a healthy partnership with the School Council, both working to benefit student learning. Parents serve on many committees and assist at many functions, where their input, expertise and support is valued.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The results of this year's assessment will be shared with staff during November and as a team we will begin to discuss these results and their meaning for programming and instructional strategies. The results will also be shared with School Council members at December's meeting.

The school staff will continue to meet to discuss these results and their meaning for programs and instruction at G.L. Armstrong School. The plans will take into account the results of the EQAO Assessment as well as The Ontario Curriculum and supporting documents from the Hamilton-Wentworth District School Board. An action plan for improvement, to be developed by February 11, 2000, will contain specific measures to be put into effect during the 1999-2000 school year, with a review of the progress of the action plan in June 2000.

Parents and guardians have been encouraged to meet with their child's teacher to discuss this report and its implications for classroom teaching and home support.

The staff of G.L. Armstrong School is committed to continuing their fine efforts to support the Ontario Curriculum and to help each student achieve success.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		76%	44%
37	Grade 3 students	I am a good reader.		77%	44%
3%	In English as a Second Language Program (ESL)	I like to write.		79%	31%
3%	Exempted in all three subjects	I am a good writer		57%	56%
22%	Receiving Special Education support	I like mathematics		62%	50%
43%	Boys	I am good at mathematics		52%	62%
57%	Girls	I do reading that is not part of my work at school		62%	38%
0%	Gender not specified	I do writing that is not part of my work at school		57%	50%
8%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		52%	38%
8%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		41%	49%	51%	
		42%	50%	53%	
Girls		57%	76%	62%	
		57%	76%	62%	
Boys		19%	12%	38%	
		20%	13%	40%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		0%	0%	0%	
		0%	0%	0%	
Not Receiving Special Education support		52%	62%	66%	
		52%	62%	66%	
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

George L. Armstrong School Report for Grade Six (6)

School Address: 460 Concession Street
Hamilton, Ontario L9A 1C3
Telephone: (905) 385-5337
Fax No.: (905) 385-8996

Principal: Mrs. Christine Lebi
Vice-Principal: Mr. Bill Whittle
Enrolment: 690 students
Hamilton-Wentworth Board Info: 133168 (212490)

George L. Armstrong is a large (690 students) JK- 8 school located between Upper Wentworth and Upper Wellington Streets on Concession Street. The original building was built in 1930 with an addition added in 1987. This relatively stable (less than 10% turnover rate) community is mainly comprised of families whose first language is English, although there is an increasing number of E.S.L. students. Our Learning Centre provides programming both in classrooms and in the Learning Centre itself for students in a Deaf/Hard of Hearing class and a large number of students with Specific Learning Disabilities. Our Middle School receives students from 4 feeder schools: Linden Park, Eastmount Park, Queensdale and Peace Memorial. As well as an organized and supportive School Council, the school has a very active Parents and Educators Together Committee whose efforts range from fundraising to parent education.

School priorities in the past few years have included a focus on the implementation of: The Common Curriculum and The Ontario Curriculum; Assessment, Evaluation and Reporting; Computers and Safe Schools initiatives such as environmental issues, a K-8 social skills program and Peer Mediation. The staff and community value and support a variety of co-curricular and extra-curricular activities including a Comprehensive School Health Pilot project in conjunction with the Public Health department, an extensive house league program, school teams, student councils in both Junior and Middle Schools, and choir.

G.L. Armstrong enjoys a healthy partnership with the School Council, both working to benefit student learning. Parents serve on many committees and assist at many functions, where their input, expertise and support is valued.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The results of this year's assessment will be shared with staff during November and as a team we will begin to discuss these results and their meaning for programming and instructional strategies. The results will also be shared with School Council members at December's meeting.

The school staff will continue to meet to discuss these results and their meaning for programs and instruction at G.L. Armstrong School. The plans will take into account the results of the EQAO Assessment as well as The Ontario Curriculum and supporting documents from the Hamilton-Wentworth District School Board. An action plan for improvement, to be developed by February 11, 2000, will contain specific measures to be put into effect during the 1999-2000 school year, with a review of the progress of the action plan in June 2000.

Parents and guardians have been encouraged to meet with their child's teacher to discuss this report and its implications for classroom teaching and home support.

The staff of G.L. Armstrong School is committed to continuing their fine efforts to support the Ontario Curriculum and to help each student achieve success.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
5	Classes with Grade 6 Students	I like to read		70%	57%
134	Grade 6 students	I am a good reader.		58%	62%
1%	In English as a Second Language Program (ESL)	I like to write		48%	33%
0%	Exempted in all three subjects	I am a good writer.		52%	53%
7%	Receiving Special Education support	I like mathematics.		58%	63%
54%	Boys	I am good at mathematics.		32%	7%
43%	Girls	I do reading that is not part of my work at school.		42%	28%
3%	Gender not specified	I do writing that is not part of my work at school.		54%	43%
1%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		20%	35%
3%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		31%	25%	25%	
Girls		31%	25%	25%	
Boys		43%	34%	31%	
ESL students		43%	34%	31%	
Non ESL students		22%	15%	19%	
Receiving Special Education support		22%	15%	20%	
Not Receiving Special Education support		0%	0%	0%	
		0%	0%	0%	
		34%	27%	27%	
		34%	27%	27%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
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Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

56

School Address: 900 King Street West
Hamilton, ON L8S 1K6
Telephone: (905) 522-0601
Fax No. (905) 522-4998

Principal: Mr. D. Baker
Grade Levels: JK to 5
Enrolment: 410 students
Families: 345

PROFILE

George R. Allan School is located in the Westdale Community of Hamilton. The school was built in 1928 with additions added in 1934, 1961 and 1989. It is a JK to Grade 5 Junior Elementary School of approximately 410 students. The school is dual-tracked, offering programs in both French Immersion and English. The George R. Allan community is a very stable community with many close links to McMaster University. Student transfer rate is approximately 8% with about 50 - 70 students transferring in and out during the school year. The student body has a very small ESL component (approximately 10%) and of these students, most have parents associated with the university who are studying in Canada for one or two years. 80 % of the parent population has a post-secondary school education. Only 13.6% of the school population has a family income of less than \$20,000. The school is situated beside Churchill Community Park and the Hendrie Trails of the Royal Botanical Gardens and shares space with one of the Hamilton Board of Education Outdoor Education Sites. A YWCA First Base Before & After School Daycare Centre is located in the school. The staff and community value and support a variety of extra-curricular activities including choir, clubs and sports. There are over 100 school volunteers consisting of parents, McMaster University students and Westdale/Mountain/Georges P. Vanier Secondary Schools Co-op students who offer a great deal of knowledge and expertise to our school programs, remediation and enrichment activities. School priorities during the last few years have included a focus on literacy with emphasis on the writing process, a focus on mathematics and a focus on science through our connections with McMaster University. Social skills programs have also been a priority with emphasis placed on peer mediation and listening skills. George R. Allan enjoys a very positive relationship with an active Home & School Association and School Council. Parents serve on committees and assist at many functions where their input, knowledge and support is invaluable.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Staff is currently working on an analysis of these results. Our focus last year was to improve Mathematics programming and there has been a significant increase in the percentage of students working in Levels 3 and 4 in mathematics (56% in 1997, 59 % in 1998 and 70 % in 1999). However the percentages of students working in Levels 3 and 4 in Reading (68% in 1997, 71 % in 1998 and 64 % in 1999) and in Writing (65 % in 1997, 80 % in 1998 and 57% in 1999) show a decrease and do not meet our expectations. These results and current action plans for academic achievement will be addressed. The students scoring at Level 1 in all three areas have been identified and appropriate programming will be addressed through Individual Educational Plans and the In School & System Meeting process. The school staff will meet at our December full staff meeting to discuss these results and their meaning for programs and instruction at George R. Allan School. Through divisional meetings staff will work together to develop ways (ie. scoring scales, models and anchor papers) to describe good work in reading and writing and to help all students become better self-assessors, to assist parents in understanding criteria for evaluation and to improve assessment of student work and provide better feedback. An action plan will be developed that addresses the use of a variety of individual and group approaches to teach skills and further extend students' understanding of what they've read and in correcting and revising organization and conventions of their own writing. A specific action plan will be developed to address concerns identified in the mathematics curriculum and instructional methods. Action plans will be developed during Term 2 and shared, discussed and approved with the School Council. Specific recommendations will be implemented during the 1999/00 school year with a review of progress during June 2000.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
1	Classes with Grade 3 Students			I like to read		90%	65%
70	Grade 3 students			I am a good reader		72%	55%
6%	In English as a Second Language Program (ESL)			I like to write		82%	74%
3%	Exempted in all three subjects			I am a good writer		59%	55%
24%	Receiving Special Education support			I like mathematics		69%	65%
44%	Boys 56% Girls 0% Gender not specified			I am good at mathematics		46%	71%
13%	Of the students said they speak only or mostly in another language at home			I do reading that is not part of my work at school		72%	55%
10%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		54%	45%
				I do mathematics that is not part of my work at school		46%	58%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				61%	54%	67%	
				64%	57%	70%	
Girls				62%	56%	62%	
				63%	58%	63%	
Boys				61%	52%	74%	
				66%	55%	79%	
ESL students				-	-	-	
Non ESL students				-	-	-	
Receiving Special Education support				29%	29%	47%	
				36%	36%	67%	
Not Receiving Special Education support				72%	62%	74%	
				72%	62%	74%	
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component				60%	60%	65%	
				60%	60%	55%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Gibson Public School

School Address: 601 Barton St. E.
Hamilton, Ontario
L8L 2Z8
Telephone: 544-0542
544-6786

Principal: Mr. E Grodecki
Grade Level: K to 5
Enrolment: 268

Gibson School was built in 1914 and is situated in a long established neighborhood in the midst of a busy industrial and commercial area of the city. The community is extremely diverse in its ethnic and cultural mix. There are very few long-term, stable residents and many are mobile, as transience in the area is clearly on the rise.

There are a large number of single parents and reconstituted families as well as notable increased economic hardship due to unemployment. These economic realities minimize the time parents can spend with their children; thus, many children enter school with little exposure to printed material, knowledge of the alphabet or experience with written language.

There are concerns about sporadic attendance, especially in the lower grades. School resources are stretched for a somewhat needy population with close to 25% ESL, most of whom, do not speak English at home. Gibson's student population has a very high percentage of slow learners and the school has identified over thirty students with Speech and Language concerns that require regular intervention.

There are many contacts with outside agencies, such as, C.A.S., for dysfunctional families and tracking lists are extensive. At the present time we have a number of children with varied problems placed in foster care.

At Gibson School, we have a very unique culture. The School council and school staff work hard together to achieve improvement in student education and to provide opportunities for growth.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Staff is encouraged by the significant improvement in the achievement in reading, writing and mathematics. Therefore the teachers will continue to meet in teams to examine and analyze the E.Q.A.O. results. These groups will develop a school plan that will address the strengths and weaknesses of our students in language and math. This data will be used in concert with the Ministry expectations of each grade to build stronger language and math skills in order that students be more successful during E.Q.A.O testing. The junior division will identify the weaknesses in the grade three test results. They will meet as a separate group to address these concerns and extend the priorities developed by the primary division.

Grade 3 and Grade 6 Assessments of Reading Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		83%	87%
33	Grade 3 students	I am a good reader		83%	60%
27%	In English as a Second Language Program (ESL)	I like to write		78%	60%
5%	Exempted in all three subjects	I am a good writer		83%	47%
18%	Receiving Special Education support	I like mathematics		61%	60%
45%	Boys 55% Girls 0% Gender not specified	I am good at mathematics		44%	27%
12%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		28%	13%
3%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		28%	13%
		I do mathematics that is not part of my work at school		17%	20%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		15%	21%	24%	
		19%	23%	26%	
Girls		22%	39%	39%	
		29%	41%	41%	
Boys		7%	0%	7%	
		8%	0%	7%	
ESL students		22%	22%	44%	
		22%	22%	44%	
Non ESL students		12%	21%	17%	
		18%	23%	18%	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

GORDON PRICE SCHOOL

Address: 11 Guildwood Dr.
 School Phone: 574-6336
 School Fax: 574-4802

Principal: Mrs. B. Jepson
 Grade Levels: JK – 5
 Enrolment: 340

Gordon Price School is located on Hamilton's west mountain, south of the newly constructed Lincoln Alexander Parkway. This one floor school which shares space with a Day Care Centre opened in 1992 and serves approximately 340 Junior Kindergarten to Grade 5 students. The building and an adjacent elementary Catholic school are located in a neighbourhood park.

The community consists of single family homes and several blocks of townhouses. Approximately 24% of the students come from an ESL background. The two main groups are those from Arabic and Mandarin/Cantonese speaking countries. Currently, 25% of these students are receiving direct instruction on a withdrawal basis from a certified ESL teacher.

To support students with special learning needs, the school houses two special education classes for pupils with multiple/physical profiles. In addition, the Learning Centre provides language and math support to regular class students on a withdrawal basis. Currently 18% of the student population is receiving some degree of special education programming.

The school is fortunate to have a high degree of parent involvement. A significant number of parents volunteer to work in classrooms or assist with special events. The School Council meets regularly to address issues specific to the school. Many parents actively support their children's academic learning at home.

The main components of the School Plan mirror the thrust of the Ministry and the west mountain cluster of schools, namely, an emphasis of Numeracy, Literacy and Science and Technology. Previous initiatives such as a Safe Schools' Policy, Learning Centre and ESL support models and environmental themes are being continued. Collegial collaboration among students, staff and parents help us model our school motto of "Learning Together".

School Response and Intent for Action Plan

An analysis of the scores in Mathematics and Writing shows that 82% of the students in Math and 67% in Writing are performing at or above the provincial standards (levels 3 and 4). In both instances, these scores are higher than the HWDSB averages. In Writing, scores have remained about the same as previous years; however, in Math there has been considerable improvement ('97 – 35%, '98 – 69%). In reading, while 82% of the students scored at level 2 and above, only 40% managed to perform at levels 3 and 4. The school staff will continue to analyse this latter data to determine programming and strategies that may be necessary to improve these results. These will then be incorporated into the School Plan and shared with the School Council early in 2000 for further suggestions and refinement before full implementation in February.

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 3 Students	I like to read.		100%	86%
47	Grade 3 students	I am a good reader.		84%	71%
0%	In English as a Second Language Program (ESL)	I like to write.		89%	86%
0%	Exempted in all three subjects	I am a good writer.		58%	54%
15%	Receiving Special Education support	I like mathematics.		74%	61%
60%	Boys	I am good at mathematics.		32%	57%
40%	Girls	I do reading that is not part of my work at school		63%	46%
0%	Gender not specified	I do writing that is not part of my work at school.		68%	43%
9%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		63%	32%
15%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		38%	66%	77%	
		40%	67%	82%	
Girls		47%	74%	84%	
		50%	74%	89%	
Boys		32%	61%	71%	
		33%	63%	77%	
ESL students					
Non ESL students					
Receiving Special Education support		14%	29%	57%	
		17%	33%	67%	
Not Receiving Special Education support		42%	72%	80%	
		44%	72%	84%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component					

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

GLEN BRAE MIDDLE SCHOOL

Address: 50 Secord Drive
Hamilton Ontario L8K 3W7
Telephone (905) 560 6732
Fax (905) 560 2571

Principal: Mr. R. Clark
Grade Levels 6 – 8
Enrolment 341

Glen Brae Middle School is a dual track middle school in the east end of Hamilton. Five feeder schools send some or all of their graduating Grade 5 students to Glen Brae. Approximately 30% of the students attending the school are in a French Immersion program. This includes all of the middle school French Immersion students from the lower city east of James Street. The remainder of the students come either from the housing close to the school or from an area bounded by Barton Street, Bow Valley Drive, Lake Ontario and Gray's Road. The latter students are bussed to the school. There is a large Serbian population in the school area. The "home school" community is of mixed ethnic, socio-economic and cultural population. Approximately 25% of Glen Brae students are E.S.L. or come from an E.S.L. background. For a significant number, English is a third language. A half-time E.S.L. teacher withdraws these students as necessary and special education support is offered through a Learning Resource teacher.

The School Plan has focussed on the implementation of *The Ontario Curriculum*, especially in Language, Mathematics, Science and Technology.

The School Council is a valued partner and has worked with the school to create a nutrition program as well as to suggest, validate and support program initiatives.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The percentage of Glen Brae students achieving at levels 3 and 4 in Reading and Writing are at about the city average, although lower than the provincial average. Mathematics would appear to be an area of weakness. The scores do not meet our expectations. The staff has already begun an in depth analysis of these results. Our current plan for academic improvement will be modified in the light of this analysis to better meet the needs of our students as they grow toward Secondary School entrance. The plan will be shared for input and validation with School Council and with parents before being implemented in February 2000. This plan will include specific strategies to address areas of weakness and to support areas of strength.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
5	Classes with Grade 6 Students	I like to read		73%	43%
108	Grade 6 students	I am a good reader		65%	67%
6%	In English as a Second Language Program (ESL)	I like to write		62%	37%
0%	Exempted in all three subjects	I am a good writer		55%	43%
14%	Receiving Special Education support	I like mathematics		53%	57%
45%	Boys	I am good at mathematics		38%	57%
51%	Girls	I do reading that is not part of my work at school		60%	45%
4%	Gender not specified	I do writing that is not part of my work at school		56%	55%
14%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		35%	39%
11%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		37%	41%	28%	
Girls		47%	47%	29%	
Boys		29%	37%	27%	
ESL students		0%	0%	0%	
Non ESL students		40%	44%	30%	
Receiving Special Education support		20%	7%	0%	
Not Receiving Special Education support		40%	46%	32%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
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Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

GLEN ECHO SCHOOL REPORT GRADE 3 ASSESSMENT OF READING, WRITING AND MATHEMATICS: 1998-99

Glen Echo School

140 Glen Echo Drive, Hamilton, Ontario L8K 4J1

Phone: (905) 560-6630 Fax: (905) 560-0798

Glen Echo School is a junior-kindergarten to grade 5 elementary school. The school is located in a neighbourhood of East Hamilton where families tend to stay. Our families represent many ethnic backgrounds. We draw students from Strathearn Avenue east through Stoney Creek and from the Mountain Brow to Lake Ontario. Approximately eleven percent of our students receive English as A Second Language support. Glen Echo is a dual track school with approximately thirty percent of our students in the French Immersion programme. The Board of Education houses a system Behavioural Exceptionality Class at Glen Echo. Glen Echo boasts 302 terrific students, an experienced professional staff, dedicated volunteers and supportive parents anchored by an active School Council. Any small sample such as ours must be interpreted cautiously. Teachers approach the results of the 1999 Grade 3 Assessment as significant from the perspective of each individual child. The critical component of this testing continues to be the individual student's results and our response to this specific assessment in conjunction with other assessments to meet the needs of each student. Parents and guardians have received their children's individual reports and are encouraged to discuss the results with the principal, learning resource teacher and/or classroom teachers.

Our achievement results for levels 2,3 and 4 appear to be similar to last year's results. Results for levels 3 and 4 are lower in reading (35%) and higher in mathematics (68%). Writing results in levels 3 and 4 are similar to the provincial and Hamilton results. However, writing results for girls are significantly higher than for boys in those levels. Overall there appears to be a positive improvement in the attitudes survey from last year. Similarly there is a positive improvement in the number of parents expressing satisfaction with the way information about their child's performance is communicated. We will continue to track these areas over time.

One category of reading, Application of Language, resulted with 25% of participating students in level 4. We will examine the reading components in terms of our Primary Division Open Court programme. We will continue to strive for a higher percentage of our students to perform at levels 3 and 4 in all areas of this assessment.

During December, 1999, our Direction's Committee will analyze these results in view of our current action plan and keeping in mind the English as A Second Language, French Immersion and co-hort factors. The Direction's Committee will report to the full staff and to our school council. Together we will develop an EQAO action plan for February, 2000 with the continued focus to improve student achievement as we are "helping each other to learn".

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
1	Classes with Grade 3 Students			I like to read		95%	57%
42	Grade 3 students			I am a good reader		74%	39%
5%	In English as a Second Language Program (ESL)			I like to write		79%	61%
2%	Exempted in all three subjects			I am a good writer		68%	52%
24%	Receiving Special Education support			I like mathematics		84%	61%
55%	Boys	45%	Girls	I am good at mathematics		68%	52%
7%	Of the students said they speak only or mostly in another language at home		0%	Gender not specified			
10%	Of the students said they speak as often in English as in another language at home			I do reading that is not part of my work at school		63%	17%
				I do writing that is not part of my work at school		53%	26%
				I do mathematics that is not part of my work at school		58%	30%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				33%	43%	67%	
				35%	45%	68%	
Girls				37%	58%	68%	
				39%	61%	72%	
Boys				30%	30%	65%	
				32%	32%	65%	
ESL students							
Non ESL students							
Receiving Special Education support				20%	10%	40%	
				20%	10%	40%	
Not Receiving Special Education support				38%	53%	75%	
				40%	57%	77%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component				46%	77%	100%	
				46%	77%	100%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 3 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

GRANGE SCHOOL REPORT
Grade 3 Assessment of Reading, Writing and Mathematics : 1998-1999

SCHOOL PROFILE

School Address : 306 Woodworth Drive

Ancaster, Ontario L9G 2N1

Telephone : (905) 648-6766 Fax No: (905) 648-2756

Principal: Mrs D. Aitken

Grade Levels: K-6

Enrolment 387

Grange School is located in the Perth Park community. The school was opened in January 1957, with a "port-a pak" addition made in 1994. During the time of testing, we had two portables on our property. Our school has a gymnasium, a library, a computer lab a resource center and a learning center, 16 classrooms and two full washroom facilities. The school shares space with the Y.M.C.A. to provide a "School Age Child Care Program", and Mohawk College to provide an adult course in computers. Our physical grounds (forest included within our boundaries) and our student involvement in providing and maintaining a teaching garden enhance the learnings in the sciences.

The school serviced approximately 387 students. Ninety five percent of our students are bussed to Grange school from various Ancaster Communities (Meadowlands, Scenic Woods, Areas South of Highway 403 etc.). Students who have been identified as having special needs, participate in a "Learning Centre" for a partial replacement program. Students who are "at risk" are provided a modified program through a learning resource teacher in conjunction with the classroom teacher.

Our current School Plan includes a number of components which focus on :Curriculum (Primary/Junior), Special Education, Safe Schools and Social Skills, Technology, Environment, Teaching Excellence, Budget, Plant and School Council. The staff and community support a variety of co-curricular activities and extra -curricular activities which include; Enhancement Workshops, Garden Club, Choir, and various Sports Teams. The Grange community takes an active interest in curriculum issues and achievement.

Our goal at Grange is to instill the love of learning at a young age and to provide students with the necessary life skills so that our children will become life long learners. Where ever possible "first hand" experiences are encouraged through grade trips where follow up learning is completed in the classroom.

At the time of testing, 48 students were enrolled in grade three (2 classes). There were 62% boys and 38% girls. 27% of the grade three students received special education support. Only 6% of the students spoke another language in the home. Another 6% of the students spoke both English and another language equally in the home.

School Response to E.Q.A.O. Achievement Data and Intent for our School Action Plan

Reading : 50% of our students scored in levels 3 and 4 category. 61% of the girls were at level 3 or 4, while only 43% of the boys were at this level. A noticeable gender difference is evident in this area. "Applications of Language Conventions" showed 77% of our students at or above level 3, whereas only 45% of our students were at or above level 3 in "Reasoning". An analysis of the Anchor papers to provide more details will be utilized as a starting point towards improvement. Writing : continues to be a relative strength with 73% of our students scoring at or above level 3. We focussed on Application of Language conventions last year (only 50% in levels three and four) and showed an improvement, with 68% of our students achieving in levels 3 and 4 this year.

Mathematics : 79% of our students achieved levels three and four. The individual performance indicators were quite variable. Our strongest indicator continues to be "Application of Mathematical Procedures" with a slight improvement over last year in the other categories. The results on the individual strands indicated that Number Sense and Numeration is a relative area of strength, and that Geometry and Spatial Sense is a relative weakness.

School staff will develop an action plan in the new year to reflect identified areas which require intensive teaching. We will utilize the Anchor booklets as well as curriculum support materials and necessary support staff to develop strategies to address these issues. Overall results of EQAO and our School Plan will be shared with and approved by our School Council.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3) (percent saying yes)		Girls	Boys
2	Classes with Grade 3 Students	I like to read		89%	63%
48	Grade 3 students	I am a good reader		83%	63%
4%	In English as a Second Language Program (ESL)	I like to write		61%	50%
0%	Exempted in all three subjects	I am a good writer		72%	53%
27%	Receiving Special Education support	I like mathematics		39%	53%
62%	Boys	I am good at mathematics		61%	63%
38%	Girls	I do reading that is not part of my work at school		51%	50%
0%	Gender not specified	I do writing that is not part of my work at school		50%	20%
6%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		33%	40%
10%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3) (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
All students		50%	73%	79%	
Girls		61%	72%	89%	
Boys		43%	73%	73%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		15%	46%	54%	
Not Receiving Special Education support		63%	83%	89%	
		63%	83%	89%	

GRANGE SCHOOL REPORT
Grade 6 Assessment of Reading, Writing and Mathematics : 1998-1999

SCHOOL PROFILE

School Address : 306 Woodworth Drive

Principal: Mrs D. Aitken

Ancaster, Ontario L9G 2N1

Grade Levels:

K-6

Telephone : (905) 648-6766 Fax No: (905) 648-2756

Enrolment

387

Grange School is located in the Perth Park community. The school was opened in January 1957, with a "port-a pak" addition made in 1994. During the time of testing, we had two portables on our property. Our school has a gymnasium, a library, a computer lab a resource center and a learning center, 16 classrooms and two full washroom facilities. The school shares space with the Y.M.C.A. to provide a "School Age Child Care Program", and Mohawk College to provide an adult course in computers. Our physical grounds (forest included within our boundaries) and our student involvement in providing and maintaining a teaching garden enhance the learnings in the sciences.

The school serviced approximately 387 students. Ninety five percent of our students are bussed to Grange school from various Ancaster Communities (Meadowlands, Scenic Woods, Areas South of Highway 403 etc.). Students who have been identified as having special needs, participate in a "Learning Centre" for a partial replacement program. Students who are "at risk" are provided a modified program through a learning resource teacher in conjunction with the classroom teacher.

Our current School Plan includes a number of components which focus on :Curriculum (Primary/Junior), Special Education, Safe Schools and Social Skills, Technology, Environment, Teaching Excellence, Budget, Plant and School Council. The staff and community support a variety of co-curricular activities and extra -curricular activities which include; Enhancement Workshops, Garden Club, Choir, and various Sports Teams. The Grange community takes an active interest in curriculum issues and achievement.

Our goal at Grange is to instill the love of learning at a young age and to provide students with the necessary life skills so that our children will become life long learners. Where ever possible "first hand" experiences are encouraged through grade trips where follow up learning is completed in the classroom.

At the time of testing, 57 students were enrolled in grade six (2 classes). There were 56% boys and 44% girls. 5% of the grade six students received special education support. Only 4% of the students spoke another language in the home. Another 6% of the students spoke both English and another language equally in the home.

School Response to E.Q.A.O. Achievement Data and Intent for our School Action Plan

Reading : 67% of our students scored in levels 3 and 4 category. 80% of the girls were at level 3 or 4, while only 56% of the boys were at this level. A noticeable gender difference is evident in this area. "Applications of Language Conventions" showed only 56% of our students at or above level 3, a relative weakness, whereas 81% of our students were at or above level 3 in "Communication". An analysis of the Anchor papers to provide more details will be utilized as a starting point towards improvement. There is quite a discrepancy between the grade 3 results and the grade 6 results in areas of strength and weakness.

Writing : 68% of our students scored at or above level 3. "Application of Language" and "Reasoning" were relative weaknesses with 64% of our students scoring in levels 3 and or 4

Mathematics : 70% of our students achieved levels three and four. Our strongest indicators were in "Problem Solving" and "Application of Mathematical Procedures", whereas our weakest indicator was in "Understanding of Concepts". The results on the individual strands indicated that Patterning and Algebra is a relative area of strength, and that "Geometry and Spatial Sense" is a relative weakness (this was also identified in the Grade 3 results).

School staff will develop an action plan in the new year to reflect identified areas which require intensive teaching. We will utilize the Anchor booklets as well as curriculum support materials and necessary support staff to develop strategies to address these issues. Overall results of EQAO and our School Plan will be shared with and approved by our School Council.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 6 Students	I like to read		68%	56%
57	Grade 6 students	I am a good reader		48%	66%
2%	In English as a Second Language Program (ESL)	I like to write		60%	28%
0%	Exempted in all three subjects	I am a good writer		52%	38%
5%	Receiving Special Education support	I like mathematics		40%	28%
56%	Boys	I am good at mathematics		44%	44%
44%	Girls	I do reading that is not part of my work at school		72%	59%
0%	Gender not specified	I do writing that is not part of my work at school		68%	16%
4%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		44%	19%
4%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3 4	Levels 3 4	Levels 3 4	
All students		67%	68%	70%	
Girls		80%	88%	88%	
Boys		56%	53%	56%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	

Green Acres Public School

Address: 45 Randall Avenue
Stoney Creek, Ontario L8G 2K8

Telephone: (905) 662-7021

Fax: # (905) 662-6236

Principal: Mrs. D. Chabot

Grade Levels: JK - 8

Enrolment: 345 Students

Green Acres Public School is a unique multi-cultural school located in lower Stoney Creek, serving students in junior kindergarten through grade 8 from the surrounding, diverse community as well as intermediate students from R.L. Hyslop School.

The school serves 345 students from nearly 10 different language groups with the three largest groups speaking English, Serbio-Croatian and Albanian. Over 35% of our students are E.S.L. The E.S.L. Resource Center, three special education classes and the learning center all have a strong emphasis on integration.

A full spectrum of socio-economic conditions exist in the Green Acres School community. Many families are experiencing economic hardship due to unemployment or low-paying occupations - economics dictate that many of our parents work long hours at multi-jobs in order to provide for their families.

A relatively small percentage of parents and community members volunteer at our school, but, they are very active. Green Acres has both a School Council and a Parent Interest Group who work in an advisory capacity, raise funds and assist with special event planning, bringing the school motto, "Together We're Better", to life.

School Response and Intent For Action Plan

The staff, with parent input are working on an in depth analysis of the results. The number of **grade 3** students working in levels 3 and 4 in Reading (39%), Writing (61%) and Mathematics (50%) has to be examined in relation to the number of grade 3 students who are E.S.L. and the number who require special education assistance.

The primary/junior staff will analyze the results of the testing, particularly the work of students at level 2 and determine the programming and interventions that are necessary in order to compare performance. Staff discussions will also focus on the lower scores for boys than girls.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1996-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
1	Classes with Grade 3 Students	I like to read.		71%	64%
18	Grade 3 students	I am a good reader.		57%	64%
0%	In English as a Second Language Program (ESL)	I like to write.		57%	55%
0%	Exempted in all three subjects	I am a good writer.		57%	64%
28%	Receiving Special Education support	I like mathematics.		43%	45%
61%	Boys	I am good at mathematics.		43%	27%
39%	Girls	I do reading that is not part of my work at school.		29%	27%
0%	Gender not specified	I do writing that is not part of my work at school.		29%	27%
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		29%	36%
17%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
		Levels 3,4	Levels 3,4	Levels 3,4	
All students		39%	61%	50%	
		41%	65%	53%	
Girls		57%	86%	57%	
		57%	86%	57%	
Boys		27%	45%	45%	
		30%	50%	50%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		20%	60%	40%	
		20%	60%	40%	
Not Receiving Special Education support		46%	62%	54%	
		50%	67%	58%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

The number of **grade 6** students performing at levels 3 and 4 in Reading (19%), Writing (33%) and Mathematics (19%) do not meet our expectations. In all three areas we need to look at the fact that there was not enough data to score our students - Reading (48%), Writing (10%) and Mathematics (43%) due to absenteeism and incomplete work.

The junior /intermediate staff will analyze the results of the testing and determine the programming and interventions that are necessary in order to improve performance.

The school staff and school council will analyze the results at both grade levels and our current action plan for academic achievement. Our school plan will be changed or adapted as required and shared with school council again for further input in January 2000

Parents and guardians have received their children's individual reports and are encouraged to discuss the results with the classroom teachers and/or principal.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
100%	Classes with Grade 6 Students	I like to read		-	-
21%	Grade 6 students	I am a good reader		-	-
5%	In English as a Second Language Program (ESL)	I like to write		-	-
0%	Exempted in all three subjects	I am a good writer		-	-
28%	Receiving Special Education support	I like mathematics		-	-
57%	Boys	I am good at mathematics		-	-
43%	Girls	I do reading that is not part of my work at school		-	-
0%	Gender not specified	I do writing that is not part of my work at school		-	-
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		-	-
0%	Of the students said they speak as often in English as in another language at home			-	-

Overall Achievement (Grade 6)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4
All students		19%	33%	19%
		19%	33%	19%
Girls		11%	56%	0%
		11%	56%	0%
Boys		25%	17%	33%
		25%	17%	33%
ESL students		-	-	-
		-	-	-
Non ESL students		-	-	-
		-	-	-
Receiving Special Education support		0%	0%	0%
		0%	0%	0%
Not Receiving Special Education support		27%	47%	27%
		27%	47%	27%

A dash is used where the number of students in a group is fewer than 5 and results are not reported
 Method 1 (shaded line) includes students who were exempted and students for whom no data were collected
 Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

Greenville School

School Address: 625 Harvest Road
Greenville, ON L9H 5K8
Telephone: (905) 628-6221
Fax No.: (905) 628-8343

Principal: Jane Shipton
Grade Levels: J.K. - 5
Enrolment: 270
Families: 175

Greenville is a school comprised of around 270 students in classes from Junior Kindergarten to Grade 5. The average class size is about 25 students. Greenville's student population is drawn from the area bounded by Dundas to the south, #6 Highway to the east, 4th Concession to the north and Middletown Road to the west.

Greenville is comprised of an L-shaped building with 11 classrooms, a gymnasium, library, and computer lab. The original section of the school dates to 1884-85 and now houses the library and computer lab. The school's motto: "The heart of our community".

Greenville's grade three E.Q.A.O. results were sound, which was not unexpected. With 65% of the students performing at provincial standard in reading and mathematics, the students, staff and community can feel very positive about the learning environment at Greenville school. The slightly lower results in writing (58%) will be scrutinized carefully and plans will be put in place for improvement.

The scores will be shared with the school's stakeholders: students, staff and parents. The overall impression created by the scores will help us develop an action plan. The goal is appropriate: improve student achievement without creating undue stress for our students.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1996-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		83%	79%
31	Grade 3 students	I am a good reader		67%	58%
0%	In English as a Second Language Program (ESL)	I like to write		83%	63%
0%	Exempted in all three subjects	I am a good writer		25%	32%
16%	Receiving Special Education support	I like mathematics		42%	53%
51%	Boys: 39% Girls: 0% Gender not specified	I am good at mathematics		17%	32%
0%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		33%	37%
3%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		33%	26%
		I do mathematics that is not part of my work at school		17%	16%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		65%	58%	65%	
Girls		75%	75%	75%	
Boys		58%	47%	58%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		0%	0%	0%	
Not Receiving Special Education support		77%	69%	77%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		77%	69%	77%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Guy B. Brown Public School

Home of the "STINGERS"

School Address: 55 Braeheid Avenue
Waterdown, Ontario, L0R 2H5

Principal: Mr. D.W. Johnson

Telephone: (905) 689-8254

Hamilton-Wentworth District School Board

Fax No. : (905) 689-8740

1998-99 Grade 3&6 Report

Guy B. Brown has a student population of 450 students in classes from Kindergarten to Grade 5. Our school catchment area for student enrolment is currently being revised as construction has begun on a new school to open in September 2000. The staff develop goals yearly to improve student performance in literacy, numeracy, technology and social skills. Assessment and evaluation is an ongoing and a regular process. Guy B. Brown staff have been trained to implement the Lion's Quest Social Skills Program. Our staff and community support a variety of activities including house league sports, school teams, public speaking, cultural events, choir, science olympics and a chess club. Guy B. Brown is proud of their care and share philosophy of supporting others who are not as fortunate.

The school's Resource Program supports students having special learning needs. As well, the All Star Reading and Recovery Programs provide our primary students with an opportunity to improve their reading skills.

Our school has a very active Home and School Association as well as a School Council. Parents are actively involved in all aspects of their children's education. An example of their involvement is a yearly review of our School's Strategic Plans and the School Code of Conduct. These guidelines are outlined in the students' planners.

School Response and Intent for Action Plan

The staff is working on an in depth analysis of these results. Last year we had Grade 6 students that wrote the provincial test. Due to accommodation issues both our Grade 5 and Grade 6 students from 1999 are now attending Flamborough Centre School. Our Grade 3 students continue to work in levels 3 and 4 in reading (62% 1999) and writing (64% 1999). Mathematics was an area of focus as we are proud of the fact that our Grade 3 students improved from 46% in levels 3 and 4 in 1998 to 62% in 1999. Grade 6 results in Mathematics (35%) indicate that numeracy will continue to be a focus for this year. The staff will analyze the results of our current action plan for academic achievement. Then the plan will be changed or adapted as required and shared with our School Council for further input. Parents and guardians have received their children's individual reports and were encouraged to discuss the results with the classroom teachers. Please contact the principal's office for further details.

Guy B. Brown Public School

Home of the "STINGERS"

School Address: 55 Bracheid Avenue
Waterdown, Ontario, L0R 2H5

Telephone: (905) 689-8254

Fax No.: (905) 689-8740

Principal: Mr. D.W. Johnson

Hamilton-Wentworth District School Board 1998-99 Grade 3&6 Report

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)

3	Classes with Grade 3 Students
84	Grade 3 students
0%	In English as a Second Language Program (ESL)
1%	Exempted in all three subjects
14%	Receiving Special Education support
58%	Boys
42%	Girls
0%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
12%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	82%	79%
I am a good reader	88%	79%
I like to write	79%	48%
I am a good writer	71%	56%
I like mathematics	47%	58%
I am good at mathematics	41%	73%
I do reading that is not part of my work at school	56%	42%
I do writing that is not part of my work at school	53%	40%
I do mathematics that is not part of my work at school	38%	35%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	62%	64%	62%
Girls	71%	69%	57%
Boys	55%	61%	65%
ESL students	-	-	67%
Non ESL students	-	-	-
Receiving Special Education support	25%	25%	25%
Not Receiving Special Education support	68%	71%	68%

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Demographics (Grade 6)

2	Classes with Grade 6 Students
50	Grade 6 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
14%	Receiving Special Education support
52%	Boys
48%	Girls
0%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
0%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read	79%	47%
I am a good reader	71%	71%
I like to write	50%	35%
I am a good writer	50%	59%
I like mathematics	36%	71%
I am good at mathematics	14%	82%
I do reading that is not part of my work at school	71%	41%
I do writing that is not part of my work at school	36%	41%
I do mathematics that is not part of my work at school	0%	24%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	66%	74%	68%
Girls	75%	83%	71%
Boys	58%	65%	71%
ESL students	-	-	65%
Non ESL students	-	-	-
Receiving Special Education support	14%	57%	43%
Not Receiving Special Education support	74%	77%	72%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

HAMPTON HEIGHTS MIDDLE SCHOOL

School Address: 771 Tenth Avenue
Hamilton, Ontario L8T 2G4
Telephone: (905) 387-0411
Fax No.: (905) 387-2574

Principal: Mrs. Anne Luxon
Grade Levels: 6-8
Enrolment: 384 students

SCHOOL PROFILE

Hampton Heights Middle School was built in 1954 and draws approximately 400 students at the Grade 6, 7 and 8 levels from the area bounded by Upper Gage, Fennell, Limeridge and east to the Mountain Brow. The school is organized by grade teams, and each team has a unique and special culture within the school. Each grade team includes a gifted, able and talented class. The Learning Centre supports students having specific learning needs, and special education students are integrated at age appropriate levels.

The staff and school community are proud to support a variety of activities, including several sports teams and an extensive music program. Hampton Heights has an active student council that organizes school dances, spirit days, and donates to local charities.

The School Council is a valued partner and together with the school, works hard to create a positive learning environment for all students.

INITIAL RESPONSE

The staff is examining the work of students who achieved at Level 2 to determine where their work approaches the provincial standard and where specific interventions are required. The staff will plan for academic achievement to increase the numbers performing at Levels 3 and 4 (Reading 50%, Writing 52%, Mathematics 34%). To find possible reasons and solutions will need further analysis.

INTENT FOR ACTION

The school staff will meet to discuss these results and their meaning for programs and instruction at Hampton Heights Middle School. The plans will be discussed and approved by School Council. An action plan for improvement, to be developed by February 2000, will contain specific measures to be put into effect during the 1999-2000 school year, with a review of the progress of the action plan the following year. Any parent who wishes to take part in drawing up the school's action plan is welcome to do so. Please contact the Principal's office for further details.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)			Attitudes (Grade 6)		Girls	Boys
			(percent saying yes)			
7	Classes with Grade 6 Students		I like to read		74%	52%
137	Grade 6 students		I am a good reader		71%	52%
0%	In English as a Second Language Program (ESL)		I like to write		55%	41%
6%	Exempted in all three subjects		I am a good writer		55%	49%
27%	Receiving Special Education support		I like mathematics		39%	56%
48%	Boys	52% Girls	I am good at mathematics		43%	59%
5%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school		57%	40%
7%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school		58%	35%
			I do mathematics that is not part of my work at school		32%	41%
Overall Achievement (Grade 6)			Reading		Writing	
(percent at performance level)			Levels 3,4		Levels 3,4	
	All students		47%	48%	32%	
			50%	52%	34%	
	Girls		58%	62%	37%	
			60%	65%	38%	
	Boys		35%	33%	27%	
			38%	37%	30%	
	ESL students		-	-	-	
	Non ESL students		-	-	-	
	Receiving Special Education support		11%	16%	3%	
			14%	21%	3%	
	Not Receiving Special Education support		60%	60%	43%	
			60%	60%	43%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

**School Report on Grade 3 Assessment of
Reading, Writing and Mathematics: 1998-99
Helen Detwiler School**

School Address: 320 Brigade Drive
Hamilton, Ontario L9B 2E3
Telephone: (905) 574-2662
Fax: (905) 574-7759

Principal: Mr. D. Gallagher
Grade Levels: JK - Grade 5
Enrolment: 573
Board Information: Hamilton-Wentworth District School Board
(905) 527-5092

Helen Detwiler Public School is located on the south mountain in the middle of new housing developments, both subsidized and single family dwellings. The school was built in 1991 and presently houses 573 students JK-5 plus a Daycare operated by the Umbrella Family and Child Centres of Hamilton. Our school draws from a diverse population and we have a significant ESL population. We have a transfer in/out rate of approximately 60%.

Detwiler has a strong staff who have focussed in the past on literacy. Math and science have been identified as areas of focus for the next few years. The staff believe in collaborative planning among grade team members and the timetable has been designed to facilitate this teaming focus. Staff attend many workshops and in-services to support school and Ministry directions and provide placement for a large number of student teachers. Support for classroom teachers includes strong itinerant programs in music, FSL, physical education and technology (information skills and computer) and an active Learning Centre which provides approximately 20% of our population with remedial, enrichment and ESL programming. Detwiler has approximately 10% of its population either identified exceptional or in the process of working towards identification. Speech and Language has been identified as a need for 5% of our students. Detwiler is also home to a Speech and Language exceptionality class.

The School Council and Parent Group provide assistance in many ways to the school. Our volunteer program involves over 80 parents helping in the school on a regular basis. Staff provide Peer Mediation, choir and an active intramural sports program at lunchtime involving approximately 70% of the students. School trips, assemblies and incentive programs provide further enrichment for our curriculum and our social skills programming.

We at Detwiler are a community of life long learners and risk takers who believe in putting "Children First".

School Response

The school is pleased with our results. Of interest when viewing our results is the comparison of our demographical information with that of the province. 58% of our respondents were boys (as compared to 51% provincially); 15% receive special education support (vs. 17%) and 11% are receiving ESL support (vs. 5%). Five percent were exempted from testing (vs. 4% provincially). It was also noted that those students who had changed schools frequently had lower results. Our Learning Centre staff will continue to flag and provide support for such students.

An area of concern is reading. Although the students scored at the provincial average, student and parent questionnaires indicate that only 35% of students do read material that is not part of their work at school (vs. 55% provincially). The school, through the school council and newsletters, will encourage parents to read to their children, to role model reading for their children and to encourage their children to read materials that are not part of their school program.

However, mathematics will continue to be our area of focus. We will continue to review school results to implement the new math program (Quest 2000) and to refine the math action plans each grade has created. This will continue to be a priority for the grade teams. Action plans will be revised by December 1, 1999. Grade 4 teachers have analyzed the specific data for their students and have determined individual needs and class needs. They continue to work with Learning Centre staff.

All staff continue to be in-serviced by our grade three teachers and administration on anchor papers and actual testing questions so non-grade 3 staff will understand the wording and the marking of the questions. This will occur at our School Council meetings as well. School Council will also view and provide input on the results and on the Action Plans. Grade 4 teachers will be prepared to discuss the specific student results with parents on the December interview date.

Principal's Signature: _____

D. Gallagher

Date: Nov. 12, 1999

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
3	Classes with Grade 3 Students			I like to read		63%	51%
84	Grade 3 students			I am a good reader		57%	64%
11%	In English as a Second Language Program (ESL)			I like to write		69%	67%
5%	Exempted in all three subjects			I am a good writer		51%	60%
15%	Receiving Special Education support			I like mathematics		46%	60%
58%	Boys	42%	Girls	I am good at mathematics		31%	64%
2%	Of the students said they speak only or mostly in another language at home		0%	I do reading that is not part of my work at school		43%	27%
12%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		60%	42%
				I do mathematics that is not part of my work at school		37%	33%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				43%	57%	49%	
				46%	61%	51%	
Girls				46%	63%	43%	
				47%	65%	44%	
Boys				41%	53%	53%	
				44%	58%	57%	
ESL students				22%	22%	33%	
				25%	25%	38%	
Non ESL students				45%	61%	51%	
				48%	65%	53%	
Receiving Special Education support				0%	15%	15%	
				0%	25%	22%	
Not Receiving Special Education support				51%	65%	55%	
				51%	65%	55%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

School Report

Grade 3 Assessment of Reading, Writing, and Mathematics: 1998-99

Hess Street Junior Public School

SCHOOL ADDRESS : 107 Hess Street North,
Hamilton, Ont. L8R 2T1

SCHOOL PHONE : (905)-527-1439

SCHOOL FAX : (905)-527-8659

PRINCIPAL : Mr. D. Maddocks

Grade Levels : JK-6

Enrolment : 400

Hamilton-Wentworth D.S.B. Information : 527-5092, Ext. 2631

School Profile

Hess Street School is located in the downtown area of Hamilton. It was built in 1975 to replace a building that dated back to the 1850's. The school is an open-concept school with a present population of 400 students from JK to Grade 6. The school is also designated as a "Compensatory Education" school in order to provide additional resources for our students. Many of our non-ESL (English as a Second Language) students receive extra support through our Learning Resource Teacher or our Learning Centre Teacher.

The school has a high (approx. 85%) ESL component. The primary origins of our clientele are Vietnam, Cambodia, China, and Central/South America (Spanish), however, recently, we have been receiving an increasing number of registrations from other parts of the world. (e.g. Eastern Europe and Africa) We also have a large number of ESL students who, although born in Canada, are not exposed to English in the home (approximately 75%), which increases the difficulties students have in school acquiring and reinforcing English language skills. A significant factor for the school population is the turnover rate of 90%.

As would be expected, a major component of our school plan for the last few years has been in the language area. We have zeroed in on such topics as spelling, phonics, sight vocabulary, grammar, and sentence structure. However, we have also focussed on technology as these are the skills our students will need to enter the workforce in the 21st century. To enhance the social skills of our students, we have initiated after-school programs, (Boys and Girls Club, International Languages, etc.), year-round programming, social skills support groups, as well as a math and language tutoring program utilizing volunteers from our local high schools.

We are working on a variety of community outreach initiatives to reach all sectors of our diverse community. These have included Adult ESL, close liaison with the downtown YMCA (Swimming, Leadership in Training programs, etc.) our School Council, various celebrations (including Têt - Vietnamese New Year, etc.), as well as support from local Foundations and Clubs for our new creative playground.

We believe in equal educational opportunities for all and that our varied multicultural school society brings a richness to our school that is to be nurtured and cherished.

School Response and Intent for Action Plan

The results of the 98-99 EQAO Grade 3 testing are shown in the tables below.

The number of students performing at Levels 3 and 4 do not meet our expectations. However, the impact of an ESL background for most of our students cannot be ignored in any analysis of results. A positive sign is the number of students who like Reading, Writing, and Mathematics. The school staff will be meeting to discuss these results and their meaning for programs and instruction at Hess St. School. We will be looking at the work of students who achieved at Level 1 and 2 to see what interventions can be made to support these students.

An action plan for improvement will be developed by February 1, 2000, which will contain specific measures to be put into place during 2000. The plans will be taken to School Council for their input and support. However, based on our results from the last two years, we already have a major three year plan in progress in the area of Reading (our 'Open Court' phonics program), and so any new component would have to take this into account. A review will take place in the fall of 2000 following publication of the May, 2000 results.

Parents and guardians are encouraged to meet with their child's teacher or the principal to discuss this report and its implications for classroom teaching. Any parent who would like to participate in drawing up the action plan is welcome to do so. Please contact the principal's office for further details. Hess Street School is a unique multicultural school, which will continue to need special supports in order to provide an appropriate educational environment for its students.

Demographics (Grade 3)

2	Classes with Grade 3 Students
44	Grade 3 students
9%	In English as a Second Language Program (ESL)
23%	Exempted in all three subjects
16%	Receiving Special Education support
55%	Boys
45%	Girls
0%	Gender not specified
6%	Of the students said they speak only or mostly in another language at home
37%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	81%	58%
I am a good reader	69%	53%
I like to write	94%	63%
I am a good writer	56%	32%
I like mathematics	75%	58%
I am good at mathematics	38%	42%
I do reading that is not part of my work at school	44%	32%
I do writing that is not part of my work at school	50%	42%
I do mathematics that is not part of my work at school	50%	32%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	18%	27%	43%
Girls	15%	40%	40%
Boys	19%	50%	50%
ESL students	17%	17%	46%
Non ESL students	22%	22%	61%
Receiving Special Education support			
Not Receiving Special Education support			
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component			

School Report

Grade 6 Assessment of Reading, Writing, and Mathematics: 1998-99

Hess Street Junior Public School

SCHOOL ADDRESS : 107 Hess Street North,
Hamilton, Ont. L8R 2T1

SCHOOL PHONE : (905)-527-1439

SCHOOL FAX : (905)-527-8659

PRINCIPAL : Mr. D. Maddocks

Grade Levels : JK-6

Enrolment : 400

Hamilton-Wentworth D.S.B. Information : 527-5092, Ext. 2631

School Profile

Hess Street School is located in the downtown area of Hamilton. It was built in 1975 to replace a building that dated back to the 1850's. The school is an open-concept school with a present population of 400 students from JK to Grade 6. The school is also designated as a "Compensatory Education" school in order to provide additional resources for our students. Many of our non-ESL (English as a Second Language) students receive extra support through our Learning Resource Teacher or our Learning Centre Teacher.

The school has a high (approx. 85%) ESL component. The primary origins of our clientele are Vietnam, Cambodia, China, and Central/South America (Spanish), however, recently, we have been receiving an increasing number of registrations from other parts of the world. (e.g. Eastern Europe and Africa) We also have a large number of ESL students who, although born in Canada, are not exposed to English in the home (approximately 75%), which increases the difficulties students have in school acquiring and reinforcing English language skills. A significant factor for the school population is the turnover rate of 90%.

As would be expected, a major component of our school plan for the last few years has been in the language area. We have zeroed in on such topics as spelling, phonics, sight vocabulary, grammar, and sentence structure. However, we have also focussed on technology as these are the skills our students will need to enter the workforce in the 21st century. To enhance the social skills of our students, we have initiated after-school programs, (Boys and Girls Club, International Languages, etc.), year-round programming, social skills support groups, as well as a math and language tutoring program utilizing volunteers from our local high schools,

We are working on a variety of community outreach initiatives to reach all sectors of our diverse community. These have included Adult ESL, close liaison with the downtown YMCA (Swimming, Leadership in Training programs, etc.) our School Council, various celebrations (including Têt - Vietnamese New Year, etc.), as well as support from local Foundations and Clubs for our new creative playground.

We believe in equal educational opportunities for all and that our varied multicultural school society brings a richness to our school that is to be nurtured and cherished.

School Response and Intent for Action Plan

The results of the 98-99 EQAO Grade 6 testing are shown in the tables below.

The number of students performing at Levels 3 and 4 do not meet our expectations. However, the impact of an ESL background for most of our students cannot be ignored in any analysis of results. Also of concern is the change in attitude to Reading, Writing, and Mathematics compared to the grade 3 results. The school staff will be meeting to discuss these results and their meaning for programs and instruction at Hess St. School. We will be looking at the work of students who achieved at Level 1 and 2 to see what interventions can be made to support these students.

An action plan for improvement will be developed by February 1, 2000, which will contain specific measures to be put into place during 2000. The plans will be taken to School Council for their input and support. The Action Plan will likely follow the same procedure as the Primary Division where it was produced as a three year plan so that a sequential program can be put in place beginning in Grade 4. A review will take place in the fall of 2000 following publication of the May, 2000 results.

Parents and guardians are encouraged to meet with their child's teacher or the principal to discuss this report and its implications for classroom teaching. Any parent who would like to participate in drawing up the action plan is welcome to do so. Please contact the principal's office for further details. Hess Street School is a unique multicultural school, which will continue to need special supports in order to provide an appropriate educational environment for its students.

Demographics (Grade 6)				Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
2	Classes with Grade 6 Students			I like to read		35%	36%
44	Grade 6 students			I am a good reader		41%	18%
9%	In English as a Second Language Program (ESL)			I like to write		29%	41%
7%	Exempted in all three subjects			I am a good writer		24%	32%
36%	Receiving Special Education support			I like mathematics		29%	45%
55%	Boys	45%	Girls	I am good at mathematics		24%	32%
			0% Gender not specified	I do reading that is not part of my work at school		47%	18%
23%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		41%	32%
31%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		12%	27%

Overall Achievement (Grade 6)				Reading	Writing	Mathematics
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4
All students				14%	20%	18%
Girls				15%	22%	20%
Boys				20%	30%	19%
ESL students				21%	32%	18%
Non ESL students				8%	12%	21%
Receiving Special Education support				9%	14%	23%
Not Receiving Special Education support				0%	0%	0%
				0%	0%	0%
				21%	32%	29%
				22%	33%	30%

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HIGHVIEW MIDDLE SCHOOL

School Address:	1040 Queensdale Avenue East Hamilton, Ontario L8T 1J4	Principal:	Mr. D. Trimble
Telephone:	(905) 385-2341	Program Resource:	Mr. G. Bucci
Fax:	(905) 385-4701	Grade Levels:	6,7,8
e-mail:	Highview@hwdsb.on.ca	System Special Classes:	Autistic, Comprehensive Developmental, Multiple
School ID:	133 256048	Total Enrollment:	385 students

SCHOOL PROFILE

Highview Middle School is a community of learners striving to ensure the academic, social and emotional well being of its members. The 385 students in grades 6, 7 and 8, include 8% special needs, 18% regular class exceptional and 5% ESL. The school is situated on the East Mountain, the primary boundaries extend from Upper Sherman on the west to Upper Ottawa on the east, from the escarpment on the north to Rymal Road on the south. Approximately 55% of the population is bussed into the school community, this is inclusive of special needs students that are transported in from all areas within the Hamilton-Wentworth District School Board. The school culture is comprised of a varied ethnic, socio-economic population. Students, staff, school council and the community share the responsibility of supporting a number of projects each year which are inclusive of intramural activities, specialty events to raise money for charity, associative projects with agencies, post graduate institutions and businesses that support programs for special needs students.

INITIAL SCHOOL RESPONSE AND ACTION PLAN INTENT

Staff continue to work on an analysis of the data contained in the results distributed by EQAO, as well as, reviewing other standardized assessments for students with discrepant scores. Initially the results appear to be consistent with C.A.T. testing completed in 1998. Results for students performing at an overall achievement level of 3/4 were as follows, Reading 30 %, Writing 25 %, and Mathematics 14 %. These scores are inconsistent with the performance rating of students on report cards but may be reflective of the 18% receiving special education support. The 58% male population scored consistently low in Reading 16 %, Writing 13 % and Math 11 % for overall performance at a level 3 standing or beyond. The female results were significantly better with 50% performance in Reading, 41 % in Writing but only 17 % in Math. A preliminary overview of results was shared with school council, questions and action planning is scheduled for presentation and review in November 1999. At the same time results and planning with staff will occur in November and a more detailed plan will be outlined and amended in January 1999. The plan will outline further ways in which to support programming for level 1/2 students. The plan will continue to be amended and altered as input is received from all stake holders - the staff, and community.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999

Demographics (Grade 6)				Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
4	Classes with Grade 6 Students			I like to read		64%	39%
109	Grade 6 students			I am a good reader		60%	48%
6%	In English as a Second Language Program (ESL)			I like to write		53%	40%
0%	Exempted in all three subjects			I am a good writer		49%	35%
18%	Receiving Special Education support			I like mathematics		67%	73%
58%	Boys	42%	Girls	I am good at mathematics		62%	65%
6%	Of the students said they speak only or mostly in another language at home		0% Gender not specified	I do reading that is not part of my work at school		42%	23%
6%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		44%	32%
				I do mathematics that is not part of my work at school		36%	40%
Overall Achievement (Grade 6)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
	All students			30%	25%		14%
				31%	25%		14%
	Girls			50%	41%		17%
				50%	41%		17%
	Boys			16%	13%		11%
				16%	13%		11%
	ESL students			0%	0%		14%
				0%	0%		14%
	Non ESL students			32%	26%		14%
				33%	27%		14%
	Receiving Special Education support			5%	0%		0%
				5%	0%		0%
	Not Receiving Special Education support			36%	30%		17%
				36%	31%		17%

HILCREST MIDDLE SCHOOL

Address: 460 Melvin Ave
Hamilton, Ontario L8H 2L7
Telephone: (905) 549-3076
Fax No.: (905) 549-4812
Principal: Mrs. S. Cole
Grade Levels: 6-8
Enrolment: 353 students
HWDSB information: (905)527-5092

Hillcrest Middle School is a grade 6-8 located in the north east end of Hamilton bordering the Red Hill Creek. The original building was built in 1920, with two additions in the 1950s. It is a compensatory education school characterized by a school population of 353 students. There is a full spectrum of socioeconomic conditions in the community with many families experiencing economic hardship due to unemployment or low paying occupations. There are also many multi-cultural, multi-language groups.

Four special classes, a Learning Resource room and an ESL classroom are utilized to serve our 75 exceptional students, our 60 ESL students and our at-risk population.

School plan priorities include developing a warm nurturing school environment, promoting the Safe Schools Policy and implementing the Ontario Curriculum with a Literacy/ Numeracy thrust. A wide variety of extra-curricular activities are also available to assist our students with their overall development.

Hillcrest shares its campus with Hillsdale. Our school is the home for the STAR programme 3 nights a week. This is a community-based programme and many of our students take part in the activities offered. Our School Council has an interest and understanding in the directions the school is taking and strongly promotes and support making Hillcrest a "Safe Place to Learn"

School Response and Intent for Action

A initial review of the data indicates that 58% of our students in reading, 69% of our students in writing and 47% of our students in math are working at level 2 and above. While these levels are moving towards meeting our expectations, possible reasons and solutions will require further analysis and discussion. As outlined in the school plan, our curriculum focus are Literacy and Numeracy. We are in the process of developing and implementing an action plan for these areas utilizing these results in combination with our pre-testing process that took in place in September. There is on-going discussion about these results and the implications for programmes and instruction at Hillcrest.

The results of the testing, along with our plans will be shared, discussed and approved by our School Council. The Action Plan will include specific recommendations to be implemented during the 1999-2000 school year, with a review in the spring of 2000. Parents will be encouraged to meet with their child's Advisor teacher to discuss this report and implications for classroom practice. The school's action plan is open to any parent who wishes to be involved.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)	Girls	Boys
		(percent saying yes)		
4	Classes with Grade 6 Students	I like to read	58%	34%
113	Grade 6 students	I am a good reader	54%	53%
11%	In English as a Second Language Program (ESL)	I like to write	77%	45%
1%	Exempted in all three subjects	I am a good writer	50%	59%
24%	Receiving Special Education support	I like mathematics	29%	41%
52%	Boys	I am good at mathematics	27%	55%
48%	Girls	I do reading that is not part of my work at school	46%	40%
0%	Gender not specified	I do writing that is not part of my work at school	73%	43%
3%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school	21%	22%
7%	Of the students said they speak as often in English as in another language at home			
Overall Achievement (Grade 6)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4
All students		19%	26%	12%
		20%	26%	13%
Girls		24%	35%	9%
		25%	36%	10%
Boys		15%	17%	15%
		15%	17%	15%
ESL students		8%	17%	8%
		9%	18%	9%
Non ESL students		21%	27%	13%
		21%	27%	13%
Receiving Special Education support		4%	4%	7%
		4%	4%	7%
Not Receiving Special Education support		24%	33%	14%
		25%	33%	14%

Blank is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1: shaded - not includes students who were exempted and students for whom no data were collected.

Method 2: excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

HILLSDALE Public School

School Address: 40 EASTWOOD
HAMILTON, ONTARIO. L8H 6R7
School Phone: 549 6886
Fax 549 6292

Principal: J. BJEGOVICH
Grade Levels: JK-5
Enrolment: 292
Hamilton-Wentworth D.S.B.

School Profile

Hillsdale Public School is located in the northeast end of Hamilton bordering the Red Hill Creek. The school was opened in 1970. Since then renovations to the building changed the open concept school to the more traditional style of self contained classrooms. These renovations were completed in 1994. The school serves 295 students, including a 26% ESL population.

The implementation of the Ontario Curriculum in language and math has been the major curriculum thrust for the school. Staff has been attending many in services to heighten their awareness and knowledge of the expectations within this curriculum. Literacy continues to be an area of priority for our school. The results of this year's EQAO testing will help to focus our action plans.

The priorities at Hillsdale School over the last several years have included a major thrust on social skills which involved the Second Step program for the staff and students, a peer mediation program, and a very involved student nutrition program operated by our Home & School Association and financially supported by the community. A Second Step program for parents will be introduced for the third consecutive year.

Hillsdale PS shares its campus with Hillcrest Middle School. Our school is the home for community programs such as the STAR program run by the community centre, and the COPE program for parents offered by the Chedoke Child & Family Centre.

Our healthy volunteer program, dependable co-op students, active Home and School Association and vibrant School Council enable many programs to be introduced and maintained in a positive manner. It is our hope to channel this energy into increasing the number of students who attain level 3 & 4 on the EQAO testing.

School Response and Plan for Action

The results of the EQAO testing in mathematics indicate a marked improvement in student performance at level 3 & 4. (1999 – 40% 1998 – 11%)

The results of the EQAO testing in writing demonstrated a modest improvement in student performance at levels 3 & 4. (1999 – 40% 1998 – 33%)

The results of the EQAO testing in reading demonstrated no improvement in student performance at levels 3 & 4. (1999 – 26% 1998 – 26%)

It must be noted that all areas were below the Board and Provincial levels of performance.

The staff will be looking at these results, along with in school data to review the present action plan and revise where necessary to improve the standings of our students. The results will be shared with the Hillsdale School Council. Once staff and the school council have reviewed the information an action plan for the year 2000 will be developed and implemented.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 3 Students	I like to read		83%	86%
43	Grade 3 students	I am a good reader		50%	76%
28%	In English as a Second Language Program (ESL)	I like to write		67%	67%
7%	Exempted in all three subjects	I am a good writer		56%	52%
21%	Receiving Special Education support	I like mathematics		72%	71%
56%	Boys	I am good at mathematics		61%	52%
44%	Girls	I do reading that is not part of my work at school		44%	33%
0%	Gender not specified	I do writing that is not part of my work at school		72%	33%
10%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		44%	24%
18%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		26%	40%	40%	
		28%	42%	42%	
Girls		37%	58%	53%	
		39%	61%	56%	
Boys		17%	25%	29%	
		18%	27%	32%	
ESL students		17%	42%	17%	
		18%	45%	18%	
Non ESL students		29%	39%	48%	
		31%	41%	52%	
Receiving Special Education support		0%	11%	0%	
		0%	14%	0%	
Not Receiving Special Education support		32%	47%	50%	
		33%	48%	52%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

1998-1999 EQAO Results Holbrook Public School

Grade 3 Assessment of Reading, Writing, and Mathematics

Address: 450 Sanatorium Rd., Hamilton

Phone: 385-5369

Fax: 385-6144

Principal: B.J. Mohoruk

Grade Levels: JK- 5

Enrolment: 238

School Profile

Important information about Holbrook's demographics are listed below. English is spoken in the majority of homes. There is very little mobility to the student population. Most students remain at Holbrook throughout the school year. There are two special education classes: junior communication and grade 5 Gifted. YMCA First Base provides a before and after school programme for Holbrook students in one of the classrooms. The school abuts the Holbrook Community Park and Chedoke Hospital. Idlewyld, a senior residence is directly across the street. Community links have been established with Idlewyld by organizing events to foster a close relationship between the students and the seniors. Holbrook School enjoys a healthy partnership with the School Council, with all members working hard to achieve our common goals. Parents regularly assist in fund raising and school events. There are over 20 parents who regularly volunteer in the school.

School Response

School priorities over the last few years have been literacy/technology and problem solving. From an initial, cursory viewing of school data our student data seems very positive. In all three areas at least 58% of our students are demonstrating level 3, 4 skills and knowledge. The % of students performing at levels 3,4 is significantly better this year compared to last year. The % of students demonstrating level 1, 2 skills has decreased in all areas compared to 1997/98 results. There are no children in level 1 in writing. Of interest is the better performance of girls over boys in all areas which is the opposite of the 97/98 results.

Intent for Action

The results and their meaning for programs, instruction and resources will be discussed with staff and School Council in December 1999. The School Action Plan focussed last year on all facets of problem solving. This year's EQAO results support the need for continued work in this area. An action plan with specific recommendations will be developed by the Holbrook staff and shared with the School Council for input. The action plan development process is open to any parent who wishes to be involved. Once finalized the plan will be published in the Holbrook Hotline to inform all our parents.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics, 1998-1999

Demographics (Grade 3)

2	Classes with Grade 3 Students
32	Grade 3 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
16%	Receiving Special Education support
47%	Boys
50%	Girls
3%	Gender not specified
3%	Of the students said they speak only or mostly in another language at home
0%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

I like to read.	75%	64%
I am a good reader.	56%	71%
I like to write.	62%	43%
I am a good writer.	56%	57%
I like mathematics.	56%	71%
I am good at mathematics.	50%	57%
I do reading that is not part of my work at school.	75%	50%
I do writing that is not part of my work at school.	50%	43%
I do mathematics that is not part of my work at school.	56%	36%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	62%	56%	66%
Girls	69%	69%	69%
Boys	53%	40%	67%
ESL students	60%	43%	57%
Non ESL students	63%	56%	71%
Receiving Special Education support	20%	20%	20%
Not Receiving Special Education support	74%	74%	74%

76
SCHOOL REPORT
GRADE 3 ASSESSMENT of READING,
WRITING and MATHEMATICS

Huntington Park Public School

80 Kingelea Drive
Hamilton, ON L8T 4A5
383-3305

Principal: Don Morrow
Grade levels: JK - 5
Enrolment: 444

School Profile:

Huntington Park School serves a middle class community. Children live in single family dwellings mostly, but there are also apartment blocks and town house complexes. Approximately 10% of our students have parents who speak a language other than English. There is no dominating ethnic population. Approximately 45% of our students are bussed and two-thirds spend lunch at school.

There is a large park abutting school property. A modern recreation centre is at the heart of the community. There are no factories, malls or businesses close by. Children must rely on parents for outside exposure. Hiking trails and greenbelt areas are close by. Christian churches of all denominations are present in the community.

The educators at Huntington Park are caring and devoted. They work closely with approximately 80 parent volunteers. Cuts in staffing have severely inhibited resource support causing frustration for our educators who strive daily to meet student needs. For half of every day, there is no teacher-librarian. Since last year we have lost a full-time educational assistant and a .6 teacher position in our special education resource room. Providing the small group or individual remedial instruction for students is difficult.

Huntington Park houses a class for developmentally delayed children. These children are integrated as much as possible in regular class programs. They demand constant supervision and support for physiotherapy, feeding, diapering and mobility. In the mainstream, we also have 14 other exceptional children, two who demand full-time supervision from an educational assistant for safety reasons. We serve approximately 60 at-risk students daily in our learning resource room.

Our school council is supportive. The members act in an advisory capacity. Members bring their concerns, talents and expertise to the position of school council representative. While we have a full council, we have never had more than just enough representatives come forward and so we have never had a school council election. The council strives to involve families by planning information nights, a skate and equipment exchange/sale, and a bicycle safety rodeo.

Family life is important. Many parents walk students to and from school, however, few participate in daily activities. Parents show their educational support in the home. They report reading for and listening to their children. They support school initiatives. They drill their children on the basics of language and mathematics. They want to be kept informed and attuned to the needs of their children. The newsletter is read by 98% of parents and 100% report reviewing report cards. It is evident that child rearing is taken seriously by the parents of this community. They take responsibility and work in harmony with school staff.

Initial Response to EQAO

We are pleased to see that Huntington Park School is performing as it should. While the Hamilton-Wentworth District School Board exceeds the provincial average by 2% in Reading, 3% in Writing and 1% in Mathematics. Huntington Park is ahead by 16% in Reading, 7% in Writing and 12% in mathematics. We attribute this success to the work of diligent educators and the support of our families.

It is not surprising that the majority of our students performs below level four and above level one. In a school of 440 students we have no student who meets the criteria for giftedness. We have solidly average students who are performing well in comparison to others across the province.

We have the following concerns about our results that will be addressed.

1. While boys see themselves as poor readers and girls see themselves as good readers, their actual performance levels are within 2%.
2. While boys see themselves as capable mathematicians and girls feel less confident, both sexes are performing well above the provincial and board-wide peer averages.
3. Attitudes towards reading and writing differ greatly between boys and girls. Girls are much more positive.
4. We have a relative weakness in mathematics, in spite of our overall good scores. Twenty two percent of our students have difficulty explaining solutions by using written language. Twenty percent show a weakness in problem-solving.
5. There is a very wide gap between boys and girls in writing – a 19% difference.

Grade 3 and Grade 6 Assessments of Reading and Mathematics: 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3) (percent saying yes)		Girls	Boys
3	Classes with Grade 3 Students			I like to read		97%	59%
62	Grade 3 students			I am a good reader.		73%	41%
11%	In English as a Second Language Program (ESL)			I like to write.		79%	48%
3%	Exempted in all three subjects			I am a good writer.		70%	52%
18%	Receiving Special Education support			I like mathematics.		58%	59%
45%	Boys	55%	Girls	I am good at mathematics.		48%	67%
3%	Of the students said they speak only or mostly in another language at home		0% Gender not specified	I do reading that is not part of my work at school.		76%	48%
7%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		70%	44%
				I do mathematics that is not part of my work at school.		42%	19%

Overall Achievement (Grade 3) (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students		58%	56%	66%
Girls		60%	58%	68%
Boys		59%	65%	62%
ESL students		61%	67%	64%
Non ESL students		57%	46%	71%
Receiving Special Education support		59%	48%	74%
Not Receiving Special Education support		43%	29%	43%
French Immersion Option B		60%	40%	60%
Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		60%	60%	69%
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected		60%	60%	69%
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)		18%	27%	36%
		20%	30%	40%
		67%	63%	73%
		68%	64%	74%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

School Report 1999
Grade 3 Assessment of Reading,
Writing and Mathematics

James MacDonald Public School

200 Chester Ave.

Phone: 905 385 3267

Fax: 905 385 1065

Principal: Ken Griffin

Enrolment: 264

Hamilton – Wentworth D.S.B.

Information: 527 5092 (#2631)

School Profile:

James MacDonald Public School is located in the Gourley Park community. The school was built in 1954 and annexed from Barton Township in 1960. Additions were made in 1960 and 1991. The school currently serves over 264 students and is growing as new housing in the area has attracted many families. Within the school population 8% of our students receive ESL programming and 45% come from homes in which a language other than English is spoken. Of the test group, 15% were receiving ESL programming. Support for at risk students include the Learning Resource Program and the Learning Centre. At the time of testing, 31% of the test group were receiving special education support, 13% of the test group were exceptional students. Of the total grade 3 population, 3% were exempted from all testing.

School priorities in the last two years have included literacy (writing), Math (Number Sense and Numeration, Measurement, and Data Management and Probability) and social skills. These have been taught within the context of problem solving. We have also implemented the Open Court reading program, delivered through a Learning Centre approach, as a replacement program for Primary students who are at risk or exceptional. We have continued to place a high emphasis on the integration of computer competencies across all curricula.

James MacDonald School enjoys a healthy partnership with the School Council, with all working hard to achieve our common goals. Parents also serve on many committees and assist in many ways that enrich the school environment for all. We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Statistical monitoring of Peer Mediation contacts over the past two years indicates an increase in student problem solving skills and a growing respect for others. We are especially proud of the high degree of success we have had at integrating students with physical exceptionalities into our program. Our students are given the opportunity to experience a variety of activities to support them in their school life. This has taken the form of: educational trips, attendance at plays and concerts, participation in the Ancaster Fall Fair as well as inviting guest and community speakers into the classrooms. We have also supported community groups such as the Heart and Stroke Foundation, the MS Society, the Children's Cancer Society, the Chedoke – McMaster Children's Hospital and the Gourley Park Community Council.

SCHOOL RESPONSE:

Note: overall reading and mathematics scores from earlier assessments can be compared from year to year. The category and strand scores are not directly comparable from year to year.

From an initial review of the school data, (Method 2) the staff are not pleased with the number of students performing at Levels 3,4 in Reading (30%) and Writing (38%) as they are below previous year's scores and are below both city and provincial scores, however, given the demographics of the test group, we are not surprised with the results. We are very pleased with our overall level of achievement in Mathematics (66%) which is superior to last year's score and current city and provincial results.

A more in-depth review of student achievement within the Knowledge / Skills Categories for each subject is very encouraging. In Reading we significantly exceeded both city and provincial scores in the area of Application of Language Conventions. This was consistent with our Writing results in which the same category was a relative strength. This sub-test category requires the student to identify, explain and apply the appropriate language conventions (e.g., phonics, spelling, grammar, punctuation and style). These aspects of literacy are exactly what we have been addressing through the Open Court Program and we attribute the overall strength in this area to those efforts – our strategy is working. These results are

consistent with other standardized measures presented to School Council last spring. As our at risk students consolidate these foundation skills, we anticipate that all other aspects of literacy will show similar improvement.

In Mathematics achievement we have exceeded city and provincial averages in all 4 Knowledge / Skill categories. The relative position of each category has not changed, however, the statistical range among the four scores is much narrower. We have similar results within the 5 strands of Mathematics in which last year's 42 point range has been reduced to a 16-point range. These results indicate that the areas of focus in last year's school plan have achieved the results we were after; we have improved overall math competencies while at the same time delivering a much more balanced program.

INTENT FOR ACTION:

School improvement is a team effort and as such all staff members are expected, both collectively and individually, to reflect on their teaching practices, align their programs with The Ontario Curriculum, consider new assessment techniques and incorporate performance based assessment into their daily practice. In the area of Reading we will continue to support at risk Primary students through the use of the Open Court Reading program. Junior level students who were on the program last year will move on to the All Star Reading Program which deals more with the application of earlier learned skills. In writing we are implementing a school – wide writing model based on problem solving. We have aligned the writing model with the Ministry writing exemplars. They will be used in conjunction with the writing expectations for instruction, assessment and evaluation. We have also initiated a remedial writing program to support specific junior level students. In Mathematics we are continuing to integrate computer competencies with the Math program as well as increasing the use of calculators in the program. A greater emphasis will be placed on the Communication of Required Knowledge category and final performance tasks will form the basis of student assessment.

All plans will be shared with School Council and our parent community. They will be given opportunities to respond, to help shape our plans and to learn more about the changes in the Ontario Curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read.		76%	64%
39	Grade 3 students	I am a good reader.		71%	45%
15%	In English as a Second Language Program (ESL)	I like to write.		65%	73%
3%	Exempted in all three subjects	I am a good writer.		47%	59%
31%	Receiving Special Education support	I like mathematics.		35%	68%
56%	Boys	I am good at mathematics.		53%	68%
44%	Girls	I do reading that is not part of my work at school		47%	36%
0%	Gender not specified	I do writing that is not part of my work at school		35%	32%
8%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		24%	32%
10%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading		Writing	
(percent at performance level)		Levels 3,4		Levels 3,4	
All students		28%	36%	64%	
		30%	38%	66%	
Girls		47%	53%	71%	
		47%	53%	71%	
Boys		14%	23%	59%	
		15%	25%	62%	
ESL students		17%	33%	50%	
		20%	40%	50%	
Non ESL students		30%	36%	67%	
		31%	38%	69%	
Receiving Special Education support		8%	8%	42%	
		10%	10%	45%	
Not Receiving Special Education support		37%	48%	74%	
		37%	48%	74%	
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component					

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

JANET LEE SCHOOL

Address: 291 Winterberry Drive
Stoney Creek, Ontario L8J 2N5
Telephone: (905) 573-9113
Fax Number: (905) 573-7923

Principal: Mrs. Stephens- Brockbank
Grade Levels: JK - 8
Enrolment: 550 students

Janet Lee School is located in the Heritage Green Area of Upper Stoney Creek. The school was built in 1987. One of the last elementary schools built in Wentworth Country. It was named after Janet Lee, one of the founders of the world famous Women 's Institute and who also responsible for setting up the first kindergarten in Hamilton.

The school comprises a main building and one portapak. It serves 542 students in classes from JK to grade eight. Special Education programs are provided by the Learning Center and Resource Teachers.

During the week the school facilities are used in the evenings by various community groups for extra curricular activities.

Over the last few years the school has emphasized the improvement of student learning in Literacy, Numeracy, Technology & Social Skills. Literacy has been a focus in the primary grades with the implementation of Reading Recovery, All Star Reading, Reach for the Stars Reading Program, Snuggle Up and Read and Reading Buddies. Various classroom reading incentive programs have been implemented in the Junior and Intermediate grades. However, there will be a focus on implementing other programs that will encourage boys to improve their reading and writing skills. Janet Lee has a significant number of dedicated volunteers who are invaluable to many of these programs. All students are challenged to reach for excellence.

Janet Lee School works with our School Council to create a community of lifelong learners and well-rounded citizens in a safe, respectful and tolerant environment.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff will be reviewing the overall school results to determine the areas of strengths and weaknesses in the school programs. Although the results would appear quite positive in comparison to Board-wide and Provincial results, there does seem to be some variance in the Math area: specifically in the Mathematics by Strand results. The teachers will be looking at the individual and class results in this area to identify needs. The School Council has already designated funds to purchase mathematic manipulatives for all grade levels.

These results will be reviewed and discussed with our School Council and together a more specific plan will be in place by February, 2000.

Demographics (Grade 6)

3	Classes with Grade 6 Students		
45	Grade 6 students		
2%	In English as a Second Language Program (ESL)		
0%	Exempted in all three subjects		
9%	Receiving Special Education support		
47%	Boys	53%	0% Gender not specified
2%	Of the students said they speak only or mostly in another language at home		
4%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read.	58%	38%
I am a good reader	79%	48%
I like to write.	62%	33%
I am a good writer.	62%	33%
I like mathematics.	42%	62%
I am good at mathematics.	42%	76%
I do reading that is not part of my work at school	46%	19%
I do writing that is not part of my work at school.	42%	19%
I do mathematics that is not part of my work at school.	29%	38%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	53%	51%	62%
Girls	62%	75%	71%
Boys	43%	24%	52%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Demographics (Grade 3)

3	Classes with Grade 3 Students		
59	Grade 3 students		
3%	In English as a Second Language Program (ESL)		
3%	Exempted in all three subjects		
12%	Receiving Special Education support		
41%	Boys	59%	0% Gender not specified
5%	Of the students said they speak only or mostly in another language at home		
3%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	80%	74%
I am a good reader.	71%	65%
I like to write.	86%	57%
I am a good writer.	71%	61%
I like mathematics.	69%	83%
I am good at mathematics.	49%	78%
I do reading that is not part of my work at school.	69%	30%
I do writing that is not part of my work at school.	54%	43%
I do mathematics that is not part of my work at school.	37%	52%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	56%	75%	54%
Girls	66%	91%	63%
Boys	42%	50%	42%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	0%
Not Receiving Special Education support	-	-	62%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component	-	-	62%

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

8-2

SCHOOL REPORT
GRADE 3 & 6 ASSESSMENT of READING,
WRITING and MATHEMATICS

Nov/99

King George Public School

School Address: 77 Gage Ave. N.
Hamilton, Ontario L8L 6Z8
School Phone: 549-2224
School Fax: (905)549-4350

Principal: Ms. Susan Fox
Grade Levels: JK to 6
Enrolment: 247
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

School Profile

King George Public School is a Compensatory Education School located in the heart of the lower east central area of the city. We are only one half a block from Ivor Wynne Stadium and close to the corner of Barton and Gage Avenue.

The school was built in 1910 and renovated in 1990. The school serves 247 students from JK - grade 6. We are 1 of 3 PJ schools in the system that also has grade 6 included. Our student population is unstable with an 75% mobility rate. Approximately 16% of our students speak a language other than English at home.

The outstanding professional resources available within our school, Learning Resource Team, Social Worker, and Special Education Teachers with all the staff have combined their expertise to address the many academic and social issues arising in our unique community through the school planning process.

School priorities in the last few years have included a focus on Literacy, Writing to Read Program, Jolly Phonics, All Star Reading, Practice Your Spelling Series, Individualized Reading Programs, cross-graded planned units and Mathematics.

The Safe Schools Policy is also a high priority at King George, a school wide Social Skills Program was and continues to be developed and implemented (Peaceworks) and Peer Mediation. The staff and community value a Safe School.

King George enjoys a healthy partnership with the newly formed Parent Group working hard to achieve our common goals, to providing many functions within the school, eg. Special craft days for the students, fundraising, BBQ's, and membership on other school committees. Their input, commitment and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs.

Our students are given the opportunity to experience a variety of activities to support them in their school life. The school staff will meet to discuss these results and their meaning for programs and instruction at King George School. This will take place at staff meetings in the month of January and February. The plans will be discussed with the King George Parent Group. An action plan for improvement is to be developed by February , 2000 and will contain specific measures to be put into effect during the 2000-01 school year, with a review of the progress of the action plan in June, 2000. As we develop the plan we will continue to focus on the Ontario Language, Science and Mathematics Curriculum.

Parents and guardians are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom teaching. Any parent who wishes to take part in drawing up school's action plan is welcome to do so. Please contact Ms. Fox for further details.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

1	Classes with Grade 6 Students
26	Grade 6 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
31%	Receiving Special Education support
35%	Boys
58%	Girls
8%	Gender not specified
8%	Of the students said they speak only or mostly in another language at home
8%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

I like to read	80%	25%
I am a good reader	87%	75%
I like to write	93%	25%
I am a good writer	80%	25%
I like mathematics	47%	62%
I am good at mathematics	33%	75%
I do reading that is not part of my work at school	60%	38%
I do writing that is not part of my work at school	60%	38%
I do mathematics that is not part of my work at school	33%	50%

Girls Boys

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3-4	Writing Levels 3-4	Mathematics Levels 3-4
All students	23%	15%	0%
Girls	33%	27%	0%
Boys	11%	0%	0%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	0%	12%	0%
Not Receiving Special Education support	33%	17%	0%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

1	Classes with Grade 3 Students
25	Grade 3 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
8%	Receiving Special Education support
46%	Boys
54%	Girls
0%	Gender not specified
4%	Of the students said they speak only or mostly in another language at home
12%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

I like to read	100%	92%
I am a good reader	86%	75%
I like to write	79%	42%
I am a good writer	71%	33%
I like mathematics	79%	83%
I am good at mathematics	50%	75%
I do reading that is not part of my work at school	50%	33%
I do writing that is not part of my work at school	36%	42%
I do mathematics that is not part of my work at school	29%	42%

Girls Boys

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3-4	Writing Levels 3-4	Mathematics Levels 3-4
All students	19%	31%	35%
Girls	14%	43%	36%
Boys	25%	17%	33%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Address: 157 Lake Avenue North
Hamilton, Ontario
L8E 1L5

Telephone: 905-561-0402

Fax: 905-561-3136

Principal: Mr. D. Booth
Vice-Principal: Mrs. T. Law
Grade Levels: JK - 8
Enrolment: 820
HWDSB: 905-527-5092

Lake Avenue is a unique, multi-cultural JK to Grade 8 school in the east end of Hamilton. The school community is characterized by a school population of 820 students coming from an area of approximately 6,000 inhabitants. The dominant housing is high rise apartment blocks. A full spectrum of social-economic conditions exist in the community with many families experiencing economic hardship due to unemployment or low paying occupations. Economics dictate that many of the parents work long hours at multi-jobs in order to provide for their families. The community is dominated by multi-cultural, multi-language, multi-religious groups of immigrants and refugees. The main groups at this time are from South East Asia, Central Asia, and Eastern Europe; over 40 distinct languages are spoken in the community.

Approximately 68% of our students are E.S.L. or come from an E.S.L. background. Many of the E.S.L. students spent time in Quebec where they learned French before beginning to learn English. E.S.L. parents with no or very limited English offer little support in the acquisition of Basic Interpersonal Communication Skills or Cognitive Academic Language Proficiency. A Learning Centre model is used to service both E.S.L. and Special Education students, with withdrawal support as the main delivery model. Language development is in the context of curriculum content and skills.

School Plan priorities include: Ontario Curriculum K-8, Assessment, Evaluation and Electronic Reporting, Choices in Action, Information Technology, Science and Technology, Writing Exemplars, Mathematics, renewal of curriculum resources, Social Skills, parent volunteers in the classrooms, use of co-op students from secondary, links with community agencies such as Child and Adolescent, S.I.S.O., Cambodian, Spanish and Arabic Heritage Language classes, local health clinics, after school programs through the Riverdale Community Council, a wide variety of student-centered co-curricular activities. These are some of the directions that we have used or are available to assist our students in their overall development.

Our School Council has an interest in understanding the direction the school is taking and has initiated input related to curriculum delivery. The school motto is "Living and Learning with Pride" and our students have every opportunity to experience that belief.

School Response and Intent for Action Plan - Grade 3

After analysis by our staff, we are encouraged with the number of students who are performing at levels 2 and above (Reading - 77%, Writing - 96%, Math - 82%). At levels 3 and 4 our students improved from last year in Writing (1998 - 30% at 3, 4, 1999 - 41% at 3, 4) Math (1998 - 24% at 3, 4, 1999 - 27% at 3, 4). Reading performance decreased (1998 - 30% at 3, 4, 1999 - 19% at 3, 4).

These results must be considered in relation to 21% of the Grade 3's being E.S.L. and 11% receiving Special Education support. A total of 32%. 26% were exempted in all three subject areas.

It must be noted that data from the Home Questionnaires indicated that a high number of parents communicate to their child in a language other than English (57%). Within that context, parents indicated that they are more involved in assisting their child in writing than reading and math.

A majority of parents are satisfied with the communication of student progress in all three areas. A relatively small group of parents volunteer in our school which presumably reflects language barriers, family, work or school commitments. The data pointed out that many homes have tools for learning (computer, calculator, writing materials) but there are a very limited number of books and publications in homes.

The Primary staff will analyze the results of the testing, particularly the work of students at level 2, the lower scores for boys in all three areas, the decrease in reading scores and the increased in writing and math at levels 3, 4. Recommendations will be made, based on our conclusions.

School staff will meet and discuss the results and develop an Action Plan for February 1, 2000. School Council will have an opportunity to discuss the plan and offer further suggestions. The plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan we will continue to implement all areas of the Ontario Language and Math curriculum and use the Student Anchor Booklets and Rationales.

Demographics (Grade 3)

3	Classes with Grade 3 Students
80	Grade 3 students
21%	In English as a Second Language Program (ESL)
26%	Exempted in all three subjects
11%	Receiving Special Education support
51%	Boys
46%	Girls
2%	Gender not specified
29%	Of the students said they speak only or mostly in another language at home
25%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	87%	83%
I am a good reader	67%	71%
I like to write	83%	67%
I am a good writer	50%	46%
I like mathematics	67%	54%
I am good at mathematics	23%	50%
I do reading that is not part of my work at school	27%	46%
I do writing that is not part of my work at school	37%	54%
I do mathematics that is not part of my work at school	33%	54%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	12%	26%	19%
	19%	41%	27%
Girls	16%	32%	24%
	21%	44%	30%
Boys	10%	20%	15%
	17%	35%	24%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

Address: 157 Lake Avenue North
Hamilton, Ontario
L8E 1L5

Telephone: 905-561-0402

Fax: 905-561-3136

85

Principal: Mr. D. Booth
Vice-Principal: Mrs. T. Law
Grade Levels: JK - 8
Enrolment: 820
HWDSB: 905-527-5092

Lake Avenue is a unique, multi-cultural JK to Grade 8 school in the east end of Hamilton. The school community is characterized by a school population of 820 students coming from an area of approximately 6,000 inhabitants. The dominant housing is high rise apartment blocks. A full spectrum of social-economic conditions exist in the community with many families experiencing economic hardship due to unemployment or low paying occupations. Economics dictate that many of the parents work long hours at multi-jobs in order to provide for their families. The community is dominated by multi-cultural, multi-language, multi-religious groups of immigrants and refugees. The main groups at this time are from South East Asia, Central Asia, and Eastern Europe; over 40 distinct languages are spoken in the community.

Approximately 68% of our students are E.S.L. or come from an E.S.L. background. Many of the E.S.L. students spent time in Quebec where they learned French before beginning to learn English. E.S.L. parents with no or very limited English offer little support in the acquisition of Basic Interpersonal Communication Skills or Cognitive Academic Language Proficiency. A Learning Centre model is used to service both E.S.L. and Special Education students, with withdrawal support as the main delivery model. Language development is in the context of curriculum content and skills.

School Plan priorities include: Ontario Curriculum K-8, Assessment, Evaluation and Electronic Reporting, Choices in Action, Information Technology, Science and Technology, Writing Exemplars, Mathematics, renewal of curriculum resources, Social Skills, parent volunteers in the classrooms, use of co-op students from secondary, links with community agencies such as Child and Adolescent, S.I.S.O., Cambodian, Spanish and Arabic Heritage Language classes, local health clinics, after school programs through the Riverdale Community Council, a wide variety of student-centered co-curricular activities. These are some of the directions that we have used or are available to assist our students in their overall development.

Our School Council has an interest in understanding the direction the school is taking and has initiated input related to curriculum delivery. The school motto is "Living and Learning with Pride" and our students have every opportunity to experience that belief.

School Response and Intent for Action Plan - Grade 6

After analysis by our staff, we are encouraged with the number of students who are performing at levels 2 and above (Reading - 85%, Writing - 88%, Math - 80%). At levels 3 and 4 our students performed as follows: Reading - 29%, Writing - 41%, Math - 33%.

These results must be considered in relation to 20% of Grade 6's being E.S.L. and 6% receiving Special Education support. A total of 26%. 20% were exempted in all three subject areas.

It must be noted that data from the Home Questionnaires indicated that a high number of parents communicate to their child in a language other than English (67%). Within that context, parents indicated attention to student work and learning occurred mainly in the area of writing.

A majority of parents are satisfied with the communication of student progress in all three areas. A relatively small group of parents volunteer in our school which presumably reflects language barriers, family, work or school commitments. The data pointed out that at the Grade 6 level, a high majority of homes have the tools for learning. Books and other publications are very limited in the homes of many students.

The Junior and Middle School staff will analyze the results of testing, particularly the work of students at level 2, the lower scores for girls than boys in all three areas, the more positive attitudes of boys than girls in all three areas and the overall lower scores in reading than in writing and math.

School staff will meet and discuss the results and develop an Action Plan for February 1, 2000. School Council will have an opportunity to discuss the plan and offer further suggestions. The plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan we will continue to implement all areas of the Ontario Language and Math curriculum and use the Student Anchor Booklets and Rationales.

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 3 Students	I like to read		87%	83%
80	Grade 3 students	I am a good reader		67%	71%
21%	In English as a Second Language Program (ESL)	I like to write		83%	57%
26%	Exempted in all three subjects	I am a good writer		50%	46%
11%	Receiving Special Education support	I like mathematics		67%	54%
51%	Boys 46% Girls 2% Gender not specified	I am good at mathematics		23%	50%
29%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		27%	46%
25%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		37%	54%
		I do mathematics that is not part of my work at school		33%	54%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		12%	26%	19%	
Girls		19%	41%	27%	
Boys		16%	32%	24%	
ESL students		21%	44%	30%	
Non ESL students		10%	20%	15%	
Receiving Special Education support		17%	35%	24%	
Not Receiving Special Education support					

85(a)

Lake Avenue School (insert after Lake Avenue School Summary Report)

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 3 Students	I like to read		87%	83%
80	Grade 3 students	I am a good reader		67%	71%
21%	In English as a Second Language Program (ESL)	I like to write		83%	67%
26%	Exempted in all three subjects	I am a good writer		50%	46%
11%	Receiving Special Education support	I like mathematics		67%	54%
51%	Boys 46% Girls 2% Gender not specified	I am good at mathematics		23%	50%
29%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		27%	46%
25%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		37%	54%
		I do mathematics that is not part of my work at school		33%	54%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		12%	26%	19%	
		19%	41%	27%	
Girls		16%	32%	24%	
		21%	44%	30%	
Boys		10%	20%	15%	
		17%	35%	21%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 6 Students	I like to read		52%	41%
80	Grade 6 students	I am a good reader		48%	57%
20%	In English as a Second Language Program (ESL)	I like to write		48%	54%
20%	Exempted in all three subjects	I am a good writer		30%	54%
6%	Receiving Special Education support	I like mathematics		44%	43%
54%	Boys 46% Girls 0% Gender not specified	I am good at mathematics		15%	51%
27%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		30%	51%
28%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		48%	41%
		I do mathematics that is not part of my work at school		30%	27%
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		20%	29%	26%	
		29%	41%	33%	
Girls		11%	24%	16%	
		17%	39%	22%	
Boys		28%	33%	35%	
		36%	42%	42%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	

LAWFIELD MIDDLE SCHOOL

School Address: 175 Berko Avenue
Hamilton, Ontario
L8V 2R3
Telephone: (905) 387-0062
Fax: (905) 387-6170

Principal: M. Forster
Vice-Principal: C. Campanella
Enrolment: 340
Grade Levels: 6 to 8

Lawfield School has served this east mountain community since 1961. Lawfield draws from three primary-junior schools, Lincoln Alexander, Richard Beasley, and Vern Ames. Originally a K to 8 facility, it became a Middle School after Vern Ames was opened. The catchment area has boundaries extending from Mohawk Rd. at Upper Sherman; east along Mohawk Road East to Upper Ottawa; south to the East-West Expressway; west to Upper Gage Avenue; south to Rymal Road; west to Upper Sherman; and then north to Mohawk Road.

Lawfield is currently in the process of renewing its commitment to academic excellence, social integrity, and personal wellness through collaborative revision of school effectiveness planning. Teachers and the School Council are working together to articulate a common mission, place emphasis on student achievement, and maintain an environment conducive to learning. Active involvement of students in academic, athletic, musical, artistic, social and leadership activities is a high priority in this process. Resource support is available to students, as is noon and after school academic assistance. Lawfield operated a special class for behaviourally exceptional students during the 1998-99 school year.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Teachers, administrators, interested parents, and our School Council will examine our students' performance results. Implications for instruction will be drawn and recommendations made. These program recommendations will be incorporated into the overall school effectiveness plan, currently under revision. The plan will be published in February 2000 and implemented beginning in March.

Grade 3 and Grade 6 Assessments of Reading Writing and Mathematics 1998-1999

Demographics (Grade 6)				Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
4	Classes with Grade 6 Students			I like to read		46%	49%
115	Grade 6 students			I am a good reader		44%	43%
3%	In English as a Second Language Program (ESL)			I like to write		39%	31%
3%	Exempted in all three subjects			I am a good writer		52%	49%
10%	Receiving Special Education support			I like mathematics		22%	35%
48%	Boys	52%	Girls	I am good at mathematics		17%	31%
			0% Gender not specified	I do reading that is not part of my work at school		30%	22%
7%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		56%	47%
5%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		20%	12%
Overall Achievement (Grade 6)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				42%	39%	22%	
				43%	41%	23%	
Girls				55%	47%	23%	
				58%	49%	25%	
Boys				27%	31%	20%	
				28%	31%	20%	
ESL students				-	-	-	
				-	-	-	
Non ESL students				-	-	-	
				-	-	-	
Receiving Special Education support				8%	25%	0%	
				9%	27%	0%	
Not Receiving Special Education support				46%	41%	24%	
				47%	42%	25%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Lincoln Alexander School

Address: 50 Ravenbury Drive
Hamilton, Ontario L8W 2B5
Telephone: (905) 574 - 4044
FAX No: (905) 574 - 7281

Principal: Ms. S. Nolan
GRADE LEVELS: JK - 5
Enrolment: 340 students
HWDSB Information: (905) 527 - 5092 ex 2414

Lincoln Alexander is located immediately west of Upper Gage and south of the Lincoln M. Alexander Parkway. The school was opened in 1989 and currently houses 340 students. There are no portable classrooms on the property. Two system Special Education classes are housed at Lincoln: a Primary MID class and a Junior BE class. The school shares space with the Lincoln Alexander Day Care Centre. Many Lincoln students attend the centre for both before and after school supervision. Immediately to the west and adjacent to the property is a large green space with playground equipment.

The Lincoln Alexander community is entirely a residential neighborhood, which is predominately single-family, resident-owned dwellings (60%). According to Assessment Department data, approximately 12.8% of the population would be classified as "low income". This is consistent with trends across Hamilton. It is a community that is relatively stable with more than 90% of it's families resident for more than 5 years. The student body reflects this stability with less than 10% of the [population transferring in or out on a yearly basis.

The Lincoln Alexander School staff is committed to continuous improvement and on-going professional development. Staff regularly attend system, area and school in-service training sessions. Several staff members have also presented workshops on many aspects of the Ontario Curriculum over the last year. Staff also volunteer to pilot test new curriculum documents on a regular basis.

In March 1999, Grade Three parents were invited to attend a family Math night hosted by Diane Lumsden and Joanne Bennett. Approximately 75% of the Grade Three parents attended the two hour session with their children. During the evening, parents and children participated in "hands-on" activities that focussed on Problem Solving in all 5 strands of Mathematics. Parents learned more about our approach to problem solving and how children explain their answers in "numbers, words and pictures".

SCHOOL RESPONSE AND INTENT FOR ACTION

We have reviewed our results and are pleased to note that 80% of our students achieved Levels 3 and 4 in Mathematics. This represents a significant increase over our 1998 results where only 57% achieved Levels 3 and 4. As a staff, we have focussed our efforts on Mathematics since the last testing period and believe that these improved results are a direct result of the work we have done in this area. Although 73% of our students achieved Level 3 and 4 in both Reading and Writing, we would like to see these results improve.

Our EQAO Review Committee will meet to review our results and make recommendations for the 99 / 2000 school year. As we have already spent considerable amounts of money on purchasing Mathematics texts to support the Ontario curriculum, we will now be able to look at acquiring other supplemental resources. Research data is indicating that children are spending large amounts of time at home watching television, playing video and computer games. We would like to see more time spent at home on reading and will explore ways to encourage parents in this area.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3) (percent saying yes)		Girls	Boys
2	Classes with Grade 3 Students	I like to read		92%	89%
44	Grade 3 students	I am a good reader		80%	74%
0%	In English as a Second Language Program (ESL)	I like to write		92%	95%
0%	Exempted in all three subjects	I am a good writer		84%	79%
16%	Receiving Special Education support	I like mathematics		80%	95%
43%	Boys	I am good at mathematics		68%	89%
57%	Girls	I do reading that is not part of my work at school		60%	68%
0%	Gender not specified	I do writing that is not part of my work at school		84%	58%
5%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		72%	53%
0%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3) (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
All students		73%	73%	80%	
		76%	73%	80%	
Girls		80%	80%	92%	
		83%	80%	92%	
Boys		63%	63%	63%	
		67%	63%	63%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		14%	0%	14%	
		20%	0%	14%	
Not Receiving Special Education support		84%	86%	92%	
		84%	86%	92%	
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

SCHOOL REPORT

GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

Linden Park Public School

School Address: 4 Vickers Road
Hamilton, Ontario L9A 1Y1

Principal: Anne Cliffe
Grade Levels: JK - 5

School Phone: 905-385-5365
School Fax: 905-385-2336

Enrolment: 168
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

School Profile

Linden Park School is located on the central west mountain. This relatively stable (about 10% mobility) community is mainly comprised of families whose first language is English, although there is an increasing number of E. S. L. students. The school serves 168 students from Junior Kindergarten through to grade 5. Linden Park has a Comprehensive Intellectual Junior class consisting of 12 students. Our Learning Centre staff of a Learning Resource Teacher and two Educational Assistants provides programming both in classrooms and in the Learning Centre for those students identified exceptional in regular class and for students 'at risk'. During the past school year school priorities have included a focus on Computer Technology, implementation of the new Ontario Curriculum, Language and Mathematics and Science and Technology, Safe Schools initiatives such as environmental issues, a K - 5 social skills program, Peer Mediation and the implementation of a new Recess Ambassador Program. The staff and community value and support a variety of co-curricular and intramural activities such as walkathon. Linden Park School was built in 1957 and abuts a community park, which it shares with Hill Park Secondary School next door. Linden Park's two parent groups - the School Advisory Council and the Linden Park Parents have joined forces to become one group - the School Council. We enjoy a healthy partnership with School Council as we work together to achieve our common goals and benefit student learning. Parental attendance is always high at children's events and performances throughout the year, but has, in the past, been poor at Information nights. About 25 regular volunteers work in the classroom and in the school library during the school day. Their input, expertise and support are valued. Linden Park also houses the Linden Park Optimist Band.

In our grade 3 E. Q. A. O. test, 29 students participated. Three percent of the students were receiving Special Education Programming.

Demographics		Attitudes (% saying yes)	girls	boys
1	Class with grade 3 students	I like to read	75%	65%
29	Grade 3 students (59% boys 41% girls)	I am a good reader	92%	82%
0%	ESL/D (English as a Second Language)	I like to write	100%	71%
0%	Exempted in all three subjects	I am a good writer	83%	59%
3%	Receiving Special Education support	I like mathematics	83%	88%
7%	Language other than English at home	I am good at mathematics	33%	82%
3%	Speak as often in English as another language at home	I do reading that is not part of my work at school	83%	88%
		I do writing that is not part of my work at school	75%	53%
		I do Math that is not part of my work at school	50%	53%

Overall Achievement (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
	All Students	86%	83%	72%
		89%	83%	72%
	Girls	92%	83%	75%
		92%	83%	75%
	Boys	82%	82%	71%
		88%	82%	71%

The Primary and Junior Division Teams have discussed these results and their meaning for programming and instructional strategies. They will use this data to assist in the development of an action plan to address instruction and program. The action plan, which will include specific recommendations to be implemented during the 1999 - 2000 and a review of progress in June 1999 will be shared with our School Council. The data and its interpretation will also be focus for the Program Committee (of our school plan)(Ontario Curriculum and Literacy/Numeracy sub-committees) to assist with direction and planning for a continued school-wide focus on language & mathematics. Parents are encouraged to meet with their child's teacher to discuss this report and its implications for classroom practice. The school's process for planning is open to any parent who wishes to be involved. The process and resources for Linden Park's plan of action are as follows

PROCESS

Share information with: LRT, classroom teachers, parents and School Council
Review current curriculum/teaching materials/ methodologies with teachers
Teach using the specific language of the test
Brainstorm & implement strategies/teaching materials to address areas of concern
Focus on creating problem solvers, risk takers & independent workers
Review using 2000 - 2001 results

RESOURCES

Grade 3 Assessment results
Ontario Curriculum
Growing into Language/Celebrating Language
Calculators/Review Sheets/Manipulatives/Problem Solving
Resources
LRT/Ontario Curr. Consultants/Special Assignment Teachers
Parent Information Night/School Council
Home support & encouragement to develop positive attitudes

Principal Signature:

A. Cliffe

Date: November 12, 1999

LISGAR PUBLIC SCHOOL

Address: 110 Anson Avenue
Hamilton, Ontario L8T 2X6
Telephone: (905) 389-1309
Fax No.: (905) 389-6066

Principal: Mrs. M. Stewart
Grade Levels: JK - 5
Enrolment: 270 students

SCHOOL PROFILE

Lisgar school is located in the Lisgar Park community. The school was built in 1963 and an addition was added in the late sixties. Lisgar serves almost 270 students that speak mostly English. Of the 4% ESL children, the languages spoken most are Arabic and Vietnamese. These students receive support from our itinerant ESL teacher. Our Special Education programs at Lisgar include a Primary Speech & Language class and a Junior Behaviour class. An integrated model is run by our Learning Resource teachers to support students with learning needs. Some withdrawal programs are offered for remediation and are run by the LRT's, volunteers, co-op students and educational assistants. Students at Lisgar have the opportunity to participate in a variety of groups including the Swim team, Soccer team, Art club, Primary & Junior Choir and Peer Mediation. The Lisgar School Council continues to support staff and students in curriculum and fun areas! They support school events with input, funds and active involvement i.e. additional experiences like "Mother Nature" adding to our environmental curriculum learning, participation in the "Explore" program at McMaster, attending concerts at Hamilton Place, purchasing extra computers for the school. For the last number of years, our School Plan priorities have been in the areas of Safe Schools including Peer Mediation, New Technology including the computerized report card, and Literacy including a focus on Reading using the Open Court program.

SCHOOL RESPONSE

Our school division teams will analyze our results this year. We anticipated growth in the overall Reading scores falling in level 3 & 4 this year due to the primary grade Open Court reading program thrust over the last 4 years and this seems to have occurred. (Overall Reading in '99 = 45 % at level 3 or 4) We began a short term Math focus for Grade 3 students last year and we are pleased to note that many more students in Math have scored at level 3 & 4. (Overall Math in '99 = 58% at level 3 or 4) Although our writing scores have improved, (Overall Writing in '99 = 40% at level 3 or 4) we are aware that they are below the Provincial and the local levels.

INTENT FOR ACTION

It will be our job to build an action plan with our staff teams considering the input of our school council. We had planned to have our Reading focus switch to a Math priority for the '99-'00 school plan. For the most part, our Open Court reading program is on maintenance now except for the extended implementation at the Grade 3 level this year. Our results indicate a need to review successful strategies for writing a multiple-choice test. About 10% of our students dropped a level due to their multiple-choice score. We will also be looking at increased home practice in the area of basic math facts since number sense and numeration was our weakest strand. Student questionnaires indicate a need to encourage students & parents to talk about each of these core subjects at home more often. Some student attitudes will also require our attention. Our action plan will be developed and shared with our School Council by February 2000.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)			Attitudes (Grade 3)		Girls	Boys
			(percent saying yes)			
2	Classes with Grade 3 Students		I like to read.		81%	67%
40	Grade 3 students		I am a good reader		62%	62%
5%	French is a Second Language Program (ESL)		I like to write		75%	58%
0%	Exempted in all three subjects		I am a good writer.		75%	38%
20%	Receiving Special Education support		I like mathematics		56%	54%
60%	Boys	40% Girls	I am good at mathematics.		50%	42%
0%	Gender not specified		I do reading that is not part of my work at school.		31%	29%
2%	Of the students said they speak only or mostly in another language at home		I do writing that is not part of my work at school		31%	42%
18%	Of the students said they speak as often in English as in another language at home		I do mathematics that is not part of my work at school		19%	25%
Overall Achievement (Grade 3)			Reading	Writing	Mathematics	
percent at performance level			Levels 3,4	Levels 3,4	Levels 3,4	
All students			45%	40%	58%	
Girls			56%	69%	56%	
Boys			38%	21%	58%	
ESL students			-	-	-	
Non ESL students			-	-	-	
Receiving Special Education support			0%	25%	25%	
Not Receiving Special Education support			56%	44%	66%	
French Immersion Option B			56%	44%	66%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Lloyd George Public School

School Address: 360 Beach Road
Hamilton, Ontario,
L8H 3K4

Principal: D. Steele, A. Rayment

School Phone: (905)544-1492

Grade levels: JK-5
Enrolment: 206

Lloyd George School is a JK to Grade 5 school located in the Crown Point Community. It is a Compensatory Education School in Hamilton's east end industrial area, surrounded by the Centre Mall on the South, Dofasco to the North and East and light industry on the West. Built in 1917 and renovated in 1992, the school serves 206 children whose primary spoken language in the home is English, and a relatively small E.S.L. population.

Early Identification and intervention are the hallmarks of the Primary and Learning Resource programs. The Communications Disabilities class utilizes integration and reverse integration where appropriate to address some of the special educational needs of students. School priorities in the recent past have included ongoing curriculum development with concrete learning skills to reflect the unique needs of the students and the Ontario Curriculum, an early intervention reading/language program and a social skills development program designed to encourage problem solving and responsible behaviour.

Crown Point Community Council works in concert with the school to meet physical and social needs of area school students. It offers a well attended, voluntarily staffed breakfast nourishment program, which is available each school day.

Lloyd George School staff and School Council are working together well to achieve common goals in meeting student and school needs. Parents serve on many school and community committees and assist at many functions where their input, expertise and support is valued. A partnership with community businesses is also beneficial to the students at Lloyd George.

School Response and Plan for Action

A review of the data indicates that the majority of the students are performing at level 2 and 3 in Reading and Writing. While these levels are moving toward meeting our expectations, possible reasons and solutions will require further review and discussion. Of note is the very weak performance of students in the various Mathematics strands, especially in the areas of Problem Solving, and Communication. The school staff plan to review the 1999-2000 School Action Plan currently in place in the light of these results and determine implications for programming and instruction at Lloyd George School. The results of the testing, along with our revised Action Plan will be shared, discussed and approved by our School Council. The Action Plan will include specific recommendations to be implemented during the 2000-2001 school year, with a review in the Spring of 2001. The school's Plan for Action process is open to any parent who wishes to be involved.

Parents have been encouraged to meet with their child's classroom teacher to discuss their child's Individual Report and its implication for classroom and home practice. It has been noted that parent responses on the Home Questionnaire indicate some parents, are working with their children at home, but are limited in doing so. Teachers plan to further examine a variety of ways to enhance parent assistance and cooperation at home.

Reading: That all teachers continue to use a variety of individual and group approaches to teach skills and to extend students' understanding of what they've read, beginning with a formal program at the Kindergarten level.

Writing: That teachers give students instruction and practice in correcting and revising both the organization and the conventions of their own writing.

Mathematics: That teachers distribute time that they spend on mathematics across all five strands so that all of the concepts and procedures are taught, with an emphasis on understanding basic patterns, problem solving, and communication. In addition, that mathematics is regularly noted and integrated across the curriculum.

The School Action Plan will also focus on integrating Information Technology skills as a vehicle to enhance student confidence, competence and performance in reading, writing and mathematics.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read.		56%	78%
30	Grade 3 students	I am a good reader.		44%	78%
0%	In English as a Second Language Program (ESL)	I like to write.		33%	39%
3%	Exempted in all three subjects	I am a good writer.		22%	56%
27%	Receiving Special Education support	I like mathematics.		33%	61%
67%	Boys	I am good at mathematics.		22%	72%
33%	Girls	I do reading that is not part of my work at school.		44%	67%
0%	Gender not specified	I do writing that is not part of my work at school.		44%	44%
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		22%	56%
26%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		17%	23%	13%	
		20%	25%	14%	
Girls		10%	20%	0%	
		12%	22%	0%	
Boys		20%	25%	20%	
		24%	26%	20%	
ESL students					
Non ESL students					
Receiving Special Education support			12%	12%	
			17%	14%	
Not Receiving Special Education support			27%	14%	
			27%	14%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported. Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

LYNDEN SCHOOL

School Address: 95 Howard Street
Box 39
Lynden, ON L0R 1T0
Telephone: 519-647-3951
Fax: 519-647-3646

Principal: Mrs. Veronica Brierley
Grade Levels: JK to 5
Enrolment: 102 students
Families: 65

Lynden School is a heritage building with gleaming pine floors and large classrooms with "cloakrooms". The original structure was built in 1924 with an addition built in 1955. The school used to be a "Continuation School" with grades 1 to 12, until the area high schools in Dundas and Ancaster were opened in 1963. The school is situated one block off the main street of the Village of Lynden on which are located numerous small businesses and services such as a Library, Post Office, Church, Doctor's Office and Fire Department.

The school is surrounded by a large fenced playground with a well-used sandpit and creative play structure. Current enrolment is 102 students in classes as follows: one JK/SK, one Gr. 1/2, one Gr. 2/3, and one Gr. 4/5. The staff consists of 4 regular class teachers, a resource teacher/librarian, itinerant music and French teachers, 1.5 educational assistants, a half-time secretary and a full-time custodian. The school has a classroom designated as a computer/technology area and another as a library.

The parents are very supportive of their community school through numerous volunteers who organize food days and popcorn sales, an active Parent/Teacher Organization, and parent representatives on the School Council.

Extra-curricular activities include: Peer Mediation Program, Intramural Sports, numerous educational excursions, monthly Spirit Assemblies, and clubs: Stamp, Computer, Chess & Checkers, Library. The Lynden Legion also sponsors many activities which involve the students, such as: Remembrance Day Service and museum visits.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

It should be noted that provincial markers missed two Lynden student's test booklets. Although these have been re-submitted for marking, the effect of this omission is not included in the current results. It is my opinion that, based on the usual work of these two students, their results would lower the overall school results slightly.

Nonetheless, we are encouraged by the results our students have achieved in Reading and Math. Staff will be analyzing our current practices in the area of writing and devising methods to initiate improvement particularly in this skill. Since our staff believes that improvement can be achieved through more direct teaching of writing strategies followed by writing practice by the students, our future focus will be towards more formalized lessons in grammatical structures through use of the "Strategy Cards" in our "Collections" language arts program, and increased opportunities for creative writing, both at school and at home. The results of this EQAO testing will be shared with our School Council by December, 1999.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

2	Classes with Grade 3 Students
13	Grade 3 students
0%	In English as a Second Language Program (ESL)
15%	Exempted in all three subjects
15%	Receiving Special Education support
54%	Boys
46%	Girls
0%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
15%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

I like to read.	83%	71%
I am a good reader.	83%	57%
I like to write.	50%	57%
I am a good writer.	67%	29%
I like mathematics.	50%	43%
I am good at mathematics.	67%	43%
I do reading that is not part of my work at school.	67%	57%
I do writing that is not part of my work at school.	83%	43%
I do mathematics that is not part of my work at school.	33%	29%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	54%	38%	69%
	70%	45%	90%
Girls		50%	
		50%	
Boys		29%	
		40%	
ESL students			
Non ESL students			
Receiving Special Education support			
Not Receiving Special Education support			
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.			

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

MARY HOPKINS SCHOOL

Box 590 211 Mill St N Waterdown Ontario L0R 2H0

Telephone: (905) 689 7905 Fax: (905) 689 7929

Principal: Mary Johnson

Vice Principal: David Hazell

Mary Hopkins is an old school with new traditions. The original school was built in 1920 in downtown Waterdown. Our plant now consists of the main building, a portapak with six classrooms and a meeting room, two gymnasiums, a library, two learning centres and a computer lab. We have 540 students in classes from Kindergarten to Grade 7. A Learning Resource Program, which incorporates withdrawal and in-class support, is used to service our students with special needs. Approximately 10% of our students have an Individual Education Plan developed for them and 6 students received support from Educational Assistants. We are very proud of our sports programmes, noon our clubs and our Inter-generational links.

School Plan Priorities include the Ontario Language and Math Curriculum, Science and Technology, Assessment and Evaluation and Safe Schools. In September we initiated Teacher Advisor Groups for our grade 6 and 7 students. Goals established by Action Teams, renewal of curriculum resources, parent volunteers in the classrooms, use of co-op students from secondary schools, all help to create a positive learning environment for our students. Also important to supporting the emotional and social needs of our students are our strong links to the community and a strong and supportive partnership with our School Council.

School Response and Intent for Action Plan - Grade 3: We are encouraged with the number of grade 3 students who are performing at level 3 and above. Overall more students are working in levels 3 and 4 in writing (62% in 1998, 72% in 1999) and in math (60% in 1998, 72% in 1999). After analyzing the results the staff will determine the interventions that are necessary in order to improve performances. The staff will develop an action plan by February, 2000. School Council will have the opportunity to discuss the plan and offer further suggestions. Finally the Action Plan will be in effect by March, 2000. As we develop the action plan we will continue to implement all areas of the Ontario Curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
4	Classes with Grade 3 Students			I like to read.		80%	68%
81	Grade 3 students			I am a good reader.		63%	62%
5%	In English as a Second Language Program (ESL)			I like to write		71%	50%
1%	Exempted in all three subjects			I am a good writer.		61%	53%
15%	Receiving Special Education support			I like mathematics.		61%	56%
43%	Boys	53%	Girls	I am good at mathematics.		59%	62%
	4% Gender not specified			I do reading that is not part of my work at school		51%	44%
3%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		63%	47%
0%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		49%	41%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				60%	74%	72%	
				61%	75%	72%	
Girls				67%	81%	70%	
				67%	81%	70%	
Boys				54%	66%	74%	
				56%	68%	76%	
ESL students				-	-	-	
Non ESL students				-	-	-	
Receiving Special Education support				17%	25%	17%	
				17%	25%	17%	
Not Receiving Special Education support				68%	83%	81%	
				69%	84%	82%	
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.				-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Principal: Mary Johnson

Vice Principal: David Hazell

Mary Hopkins is an old school with new traditions. The original school was built in 1920 in downtown Waterdown. Our plant now consists of the main building, a portapak with six classrooms and a meeting room, two gymnasiums, a library, two learning centres and a computer lab. We have 540 students in classes from Kindergarten to Grade 7. A Learning Resource Program, which incorporates withdrawal and in-class support, is used to service our students with special needs. Approximately 10% of our students have an Individual Education Plan developed for them and 6 students received support from Educational Assistants. We are very proud of our sports programmes, noon our clubs and our Inter-generational links.

School Plan Priorities include the Ontario Language and Math Curriculum, Science and Technology, Assessment and Evaluation and Safe Schools. In September we initiated Teacher Advisor Groups for our grade 6 and 7 students. Goals established by Action Teams, renewal of curriculum resources, parent volunteers in the classrooms, use of co-op students from secondary schools, all help to create a positive learning environment for our students. Also important to supporting the emotional and social needs of our students are our strong links to the community and a strong and supportive partnership with our School Council.

School Response and Intent for Action Plan - Grade 6: The numbers performing at Level 3 and above in Reading (53%), Writing (44%) and Mathematics (42%) are not meeting our expectations. The staff is examining the work of students who achieved at Level 2 to determine where their work approaches the Provincial standard and where specific interventions are required. To find possible reasons and solutions will need further analysis and discussion. Of interest is the significantly better performance of girls over boys in all areas. Reading (Girls 66%/Boys 36%) Writing (Girls 61%/Boys 21%) Mathematics (Girls 45%/Boys 39%). The staff will develop an Action Plan by February, 2000. School Council will have the opportunity to discuss the plan and offer further suggestions. Finally the Action Plans will be in effect by March, 2000. As we develop the Action Plan we will continue to implement all areas of the Ontario Curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)				Attitudes (Grade 6)		Girls	Boys
				(percent saying yes)			
3	Classes with Grade 6 Students			I like to read		51%	31%
66	Grade 6 students			I am a good reader		69%	62%
0%	In English as a Second Language Program (ESL)			I like to write		71%	12%
0%	Exempted in all three subjects			I am a good writer		71%	27%
11%	Receiving Special Education support			I like mathematics		29%	58%
42%	Boys	58%	Girls	I am good at mathematics		26%	73%
0%	Of the students said they speak only or mostly in another language at home	0%	Gender not specified	I do reading that is not part of my work at school		40%	27%
3%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		60%	35%
				I do mathematics that is not part of my work at school		26%	38%

Overall Achievement (Grade 6)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4
All students		53%	44%	42%
Girls		66%	61%	45%
Boys		36%	21%	39%
ESL students		-	-	-
Non ESL students		-	-	-
Receiving Special Education support		0%	0%	0%
Not Receiving Special Education support		59%	49%	47%

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Memorial Public School
 211 Memorial Ave.
 Stoney Creek, Ont. L8G 3B2
 Phone: (905) 662-6623
 Fax: (905) 662-4193

Principal: Mr. W. G. Moncur
Grade Levels: JK to 8
Enrolment: 284 students

SCHOOL PROFILE

Memorial Public School is located in lower Stoney Creek. The catchment area for the school is bounded by Highway #8, up to the escarpment, between the east side of Green Rd. and the west side of DeWitt Rd. The majority of our students walk to school with approximately 25 % being bussed.

The school itself contains 16 classrooms, a Library, and a Gymnasium with a stage. One room has been converted into a computer lab, which is available to all students.

The school has one Special Education class and a Resource class to help students with identified need to succeed in the educational endeavors. We also encourage and use Co-op Students from Orchard Park High School to assist us with the early learning programs offered to the primary grades.

Our school values the importance of student participation in the Arts and Physical Education and has taken part in the Active 8 program to involve all of our students in physical activities. The primary classes will be presenting a Christmas assembly and the Junior and Intermediate students will be performing a musical in the spring session.

The School Parent Council continues to work with the staff to develop a positive learning environment for all of our students.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The school staff is working on analyzing the data from last year's assessment. We are very encouraged with the number of Grade 3 students performing at levels 3 and 4 in reading 80%, in writing 72% and in mathematics 96%. There is a concern with the writing score for boys (57%) and the staff is in the process of developing a plan to improve in this area. The staff will be developing an action plan which will be presented to the School Parent Council in January for discussion and if necessary revision. The final plan will be implemented in February. We will continue with our implementation of our computer based reading improvement program from last year and continue to use parent volunteers and co-op students to assist students requiring extra assistance in this area.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

1	Classes with Grade 3 Students
25	Grade 3 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
12%	Receiving Special Education support
56%	Boys
44%	Girls
0%	Gender not specified
4%	Of the students said they speak only or mostly in another language at home
8%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	91%	79%
I am a good reader.	91%	71%
I like to write.	73%	79%
I am a good writer.	73%	79%
I like mathematics.	82%	93%
I am good at mathematics.	64%	71%
I do reading that is not part of my work at school.	91%	71%
I do writing that is not part of my work at school.	64%	29%
I do mathematics that is not part of my work at school.	55%	50%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	80%	72%	96%
Girls	73%	91%	91%
Boys	86%	57%	100%
ESL students			
Non ESL students			
Receiving Special Education support			
Not Receiving Special Education support			
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component			

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Memorial Public School
211 Memorial Ave.
Stoney Creek, Ont. L8G 3B2
Phone: (905) 662-6623
Fax: (905) 662-4193

Principal: Mr. W. G. Moncur
Grade Levels: JK to 8
Enrolment: 284 students

SCHOOL PROFILE

Memorial Public School is located in lower Stoney Creek. The catchment area for the school is bounded by Highway #8, up to the escarpment, between the east side of Green Rd. and the west side of DeWitt Rd. The majority of our students walk to school with approximately 25 % being bussed.

The school itself contains 16 classrooms, a Library, and a Gymnasium with a stage. One room has been converted into a computer lab, which is available to all students.

The school has one Special Education class and a Resource class to help students with identified need to succeed in the educational endeavors. We also encourage and use Co-op Students from Orchard Park High School to assist us with the early learning programs offered to the primary grades.

Our school values the importance of student participation in the Arts and Physical Education and has taken part in the Active 8 program to involve all of our students in physical activities. The primary classes will be presenting a Christmas assembly and the Junior and Intermediate students will be performing a musical in the spring session.

The School Parent Council continues to work with the staff to develop a positive learning environment for all of our students.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The overall results for the grade 6 class were not surprising to the staff. However, there is concern about two aspects of the results. Both the reading and the mathematics results require immediate attention. The second is the substantially lower results for boys in all three areas of reading, writing and mathematics. The staff is analyzing the results and is in the process of developing strategies for improving in these areas. The plans for improving in these areas will be developed and presented to the School Parent Council in January for review and revision. New strategies will be implemented starting in the February. Teachers are implementing strategies immediately and assessing the effect of these upon student performance.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

Attitudes (Grade 6)

(percent saying yes)

Girls Boys

1	Classes with Grade 6 Students	I like to read.	94%	57%
31	Grade 6 students	I am a good reader.	76%	57%
0%	In English as a Second Language Program (ESL)	I like to write.	59%	29%
0%	Exempted in all three subjects	I am a good writer.	65%	43%
26%	Receiving Special Education support	I like mathematics.	59%	50%
45%	Boys	I am good at mathematics.	41%	50%
55%	Girls	I do reading that is not part of my work at school.	88%	43%
0%	Gender not specified	I do writing that is not part of my work at school.	53%	29%
3%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.	18%	29%
13%	Of the students said they speak as often in English as in another language at home			

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	61%	81%	58%
Girls	76%	94%	65%
Boys	43%	64%	50%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	0%	50%	25%
Not Receiving Special Education support	83%	91%	70%

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

SCHOOL REPORT

GRADES 3 and 6 ASSESSMENT of READING, WRITING and MATHEMATICS

Memorial Public School

School Address: 1175 Main St. East
Hamilton, Ont. L8M 1P3
School Phone: (905) 549-3095
Fax: (905) 549-3105

Principal: D. A. Pyke
Grade Levels: JK to grade 8
Enrolment: 660
School Hamilton-Wentworth D.S.B. Information:
 527-5092, Ext. 2631

School Profile

Memorial School is located between an industrial area in the east part of the city and the escarpment. It is at the intersection of Ottawa St. and Main St. The school was built in 1919 at the end of the First World War. There was a new addition built in 1994 and several minor changes but the building remains much as it was when first opened by the Prince of Wales.

Some of the students at Memorial stay here for all their elementary schooling and students from A.M. Cunningham begin as they enter Middle School. We register several new students every month and our current enrolment is 660. Many members of our school community have lived in this area for several generations and some have just recently arrived from other areas of the city. A very small number of our students speak a language other than English at home and no non-English speaking students have enrolled this year. There are a number of native families who live within our school boundaries.

Memorial School has a School Council and a Home and School Association. Representatives from both groups are active members of a variety of school committees. The School Council is committed to adding a play structure to the community. The Home and School supports and promotes regular and special school activities.

Special Education needs are met in a Learning Centre staffed by three Learning Resource teachers. Students who are at risk or deemed exceptional receive support in the Learning Centre or in their own classroom. There are almost 30 exceptional students at Memorial school.

Mathematics has been a focus on the school plan for the last four years. The Math Team has added math manipulatives and resource materials to all classes. The Literacy Team implemented reading buddies, pen pals and drama club to extend classroom programs. Teachers meet in grade teams monthly to plan and share strategies in all curriculum areas. They use a variety of tools to assess and improve student performance in literacy and math.

School Response and Plan for Action

This is the first year that we have received results from both grades 3 and 6. Last year we received no results from the grade 3 testing done in May 1998. Our results in math (57% at levels 3 and 4) for grade 3 are much improved from the 1997 result of 32%. Writing results (38% at levels 3 and 4) have improved 3%. We will examine some possible factors that may have contributed to our reading results (34% at levels 3 and 4) dropping from 50% in the 1997 testing. Much of the grade 3 performance was determined by a multiple choice series of questions that were not returned to the school. Grade 3 boys performed somewhat better than grade 3 girls in both reading and math.

The grade 6 results in reading (40% at levels 3 and 4), writing (37% in levels 3 and 4), and mathematics (30% at levels 3 and 4) are disappointing but certainly indicative of the fact that this is the first year for testing in grade 6. Grade 6 girls performed far better than grade 6 boys.

The school staff will analyze the results and prepare a plan to address areas of concern. We intend to focus our attention on the needs of students who were at levels 1 and 2. Our action plan will be developed collaboratively by staff and community for February, 2000. It will include new strategies and also emphasize ones that contributed to student success. We will continue to implement all areas of the Ontario Language and Math curriculum and use the Phase 1 test resources as one of the strategies to address the areas of weakness.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)

3	Classes with Grade 3 Students
61	Grade 3 students
3%	In English as a Second Language Program (ESL)
8%	Exempted in all three subjects
33%	Receiving Special Education support
52%	Boys
48%	Girls
0%	Gender not specified
2%	Of the students said they speak only or mostly in another language at home
2%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

I like to read.	76%	65%
I am a good reader	59%	58%
I like to write.	86%	55%
I am a good writer.	45%	58%
I like mathematics.	66%	48%
I am good at mathematics.	34%	42%
I do reading that is not part of my work at school.	55%	39%
I do writing that is not part of my work at school.	52%	42%
I do mathematics that is not part of my work at school.	41%	29%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	34%	38%	57%
	38%	41%	62%
Girls	31%	38%	52%
	35%	42%	58%
Boys	38%	38%	62%
	40%	40%	67%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	15%	10%	25%
	20%	13%	33%
Not Receiving Special Education support	44%	51%	73%
	44%	51%	73%

French immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

Demographics (Grade 6)

3	Classes with Grade 6 Students
31	Grade 6 students
2%	In English as a Second Language Program (ESL)
6%	Exempted in all three subjects
28%	Receiving Special Education support
47%	Boys
53%	Girls
0%	Gender not specified
4%	Of the students said they speak only or mostly in another language at home
1%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

I like to read.	69%	27%
I am a good reader	67%	57%
I like to write.	71%	43%
I am a good writer.	74%	43%
I like mathematics.	29%	27%
I am good at mathematics.	29%	46%
I do reading that is not part of my work at school.	71%	32%
I do writing that is not part of my work at school.	67%	35%
I do mathematics that is not part of my work at school.	21%	35%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	40%	37%	30%
	43%	41%	32%
Girls	56%	51%	40%
	57%	52%	40%
Boys	21%	21%	18%
	24%	25%	21%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	0%	4%	4%
	0%	6%	5%
Not Receiving Special Education support	55%	50%	40%
	56%	51%	40%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

MILLGROVE PUBLIC SCHOOL

Address: 375 5th Concession West
Millgrove, Ont. LOR 1V0
Telephone: (905) 689-4544
Fax #: (905) 689-4599

Principal: Mr. R. Dawson
Grade Levels: K - 5
Enrolment: 253 students
HWDSB Info: (905) 527-5092 Ext. 2414

RESPECTFUL, RESPONSIBLE, RELIABLE

WE BELIEVE IN

Enabling all students to become respectful, responsible, reliable and productive citizens with the necessary knowledge, skills and values for life long learning.

Millgrove School with its present structure was built in 1914 and was enlarged in 1989, to serve the areas previously covered by three smaller schools. This redevelopment has provided a school population that maximizes the viability of program in a facility that is efficient in operation

The Millgrove community continues to receive recognition for the sustainable ongoing development of the Learning Playground. In 1999 Millgrove joined just over one hundred schools in the country who were designated an Earth School. We are proud of our community partnerships with volunteers in classroom activities, mentorship programs, reading intervention program, Millgrove Partners (fundraising), and social skills programs.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Our staff is linking the Ontario Curriculum expectations, teaching strategies, learning practices and relevant professional activities to the specific categories identified for improvement. These elements of our response have been incorporated in our School Plan "Improvement in Student Performance" with particular emphasis on the progressive and cumulative nature of skills and concepts across the grades.

As a staff we continue to establish ongoing sustainable curriculum development practices that are meaningful for students, manageable for staff and measurable for parents with particular emphasis on sustainability for high student results and areas of improvement.

Demographics (Grade 3)

Attitudes (Grade 3)

(percent saying yes)

			Girls	Boys
2	Classes with Grade 3 Students	I like to read.	81%	82%
34	Grade 3 students	I am a good reader.	75%	59%
0%	In English as a Second Language Program (ESL)	I like to write.	44%	53%
0%	Exempted in all three subjects	I am a good writer.	44%	47%
15%	Receiving Special Education support	I like mathematics.	44%	76%
50%	Boys	I am good at mathematics.	44%	47%
50%	Girls	I do reading that is not part of my work at school.	75%	47%
0%	Of the students said they speak only or mostly in another language at home	I do writing that is not part of my work at school.	69%	59%
3%	Of the students said they speak as often in English as in another language at home	I do mathematics that is not part of my work at school.	44%	29%
0%	Gender not specified			

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	32%	50%	74%
	33%	52%	74%
Girls	77%	65%	76%
	47%	65%	76%
Boys	18%	35%	71%
	19%	38%	71%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	80%
	-	-	80%
Not Receiving Special Education support	-	-	72%
	-	-	72%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

MOUNT ALBION SCHOOL

Address: 24 Kennard Street
Stoney Creek, Ontario L8J 2E5
Telephone: (905) 560 - 0908
Fax Number: (905) 560 - 0913

Principal: Mrs. Page
Grade Levels: SK - 8
Enrolment: 424 students

Mount Albion School has special history status, being the first elementary school in the albion Falls area in 1877. It is located in the Heritage Green area of Upper Stoney Creek. The school comprises a main building and two portapaks. It is a school of 424 students in classes from SK to grade eight including a Primary / Junior and a Junior Intermediate Special Education class exclusive from the Learning Centre,

During the week, the school facilities are used in the evenings by various community groups for extra curricular activities such as Brownies and sports teams.

In the past few years the school plan has focused on the improvement of student learning in Literacy, Numeracy, Technology & Social Skills. This past year Science has also been a focus. There is an increased concentration on the New Ontario Curriculum expectations in all subjects.. A new computer lab was installed over the summer so that the use of technology in all subject areas can continue to be an expectation. Social Skills programs continue to address student interaction and development of appropriate choices.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff will be reviewing the overall school results to determine the areas of strengths and weaknesses in the school programs. This report reflects only one of the two grade six classes. The EQAO office in Toronto is in the process of tracking the other class results. Although the results would appear quite positive in comparison to Board-wide and Provincial results, there does seem to be some variance in the Math area: specifically in the Mathematics by Strand results. The teachers will be looking at the individual and class results in this area to identify needs. Math manipulative have been purchased through the Early Learning Grant, Ministry grants and School Funds. Junior and Intermediate teachers took part in Professional Activity Day workshops which involved math manipulatives.

These results will be reviewed and discussed with our School Council and together a more specific plan will be in place by February, 2000.

Demographics (Grade 3)

2	Classes with Grade 3 Students
41	Grade 3 students
0%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
10%	Receiving Special Education support
46%	Boys
54%	Girls
0%	Gender not specified
2%	Of the students said they speak only or mostly in another language at home
0%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

I like to read
I am a good reader
I like to write
I am a good writer
I like mathematics
I am good at mathematics
I do reading that is not part of my work at school
I do writing that is not part of my work at school
I do mathematics that is not part of my work at school

Girls Boys

100%	63%
73%	63%
55%	58%
64%	74%
59%	53%
55%	74%
64%	53%
59%	47%
55%	42%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	56%	49%	71%
Girls	64%	55%	55%
Boys	47%	42%	89%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

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Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Demographics (Grade 6)

1	Classes with Grade 6 Students
25	Grade 6 students
0%	In English as a Second Language Program (ESL)
12%	Exempted in all three subjects
28%	Receiving Special Education support
52%	Boys
48%	Girls
0%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
0%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

I like to read
I am a good reader
I like to write
I am a good writer
I like mathematics
I am good at mathematics
I do reading that is not part of my work at school
I do writing that is not part of my work at school
I do mathematics that is not part of my work at school

Girls Boys

40%	62%
60%	50%
70%	25%
70%	62%
40%	25%
30%	38%
20%	38%
50%	25%
30%	25%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	64%	48%	56%
Girls	73%	55%	67%
Boys	75%	67%	58%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

MOUNT HOPE SCHOOL

101

School Address: Box 220
9149 Airport Road
Mount Hope, Ont. L0R 1W0
Phone: (905) 679-4145
Fax: (905) 679-4146

Principal: Mr. G. Lister
Vice principal: Mrs. J. Watt (off site)
Grade levels: JK - 8
Enrolment: 368

Mount Hope Public School sits on the edge of the village of Mount Hope, a primarily rural community which is expanding gradually in residential growth and small service industry as the nearby Hamilton International Airport develops. The original village school was erected on its present site in 1953. It was followed by additions in 1956 and 1966, changing the small 2 room school into a full service complex including library, science room, Family Studies and Design Tech rooms, gymnasium and 13 classrooms. Currently 2 of the classrooms are dedicated to Kindergarten and a computer lab. Two portables are on site as regular classrooms.

The school's catchment area is large geographically, covering all of Glanbrook Township west of Trinity Church Road. It shares its primary and junior enrolments with its twinned school, Bell-Stone, but all grade 7 and 8 students attend Mount Hope. Programs from JK to grade 8 are offered, with excellent support from staff, parent volunteers and community links. The School Council is strong and plays an active role in providing school resources and in working with community organizations to maximize the opportunities available to the staff and students.

Mount Hope School has both a Learning Centre and Resource Program to support students with special needs. Currently approximately 18% of the student population is actively involved in one of these programs, and additional support is provided through the All Star Reading Program for primary students.

Inter-mural and inter-school sports have a tradition of being important focuses at Mount Hope and continue to be major activities. The development of a large nature park as part of the student playground has brought together community groups, individuals and the students in an ambitious project that has expanded the opportunities for classroom programs and student recreation.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Grade 3

Initial analysis by the staff reveals a consistency of being well above the Board averages in Reading, Writing and Mathematics. While there were slight drops in Reading (77% in 1998, 67% in 1999) there was an increase in Mathematics (73% in 1998, 79% in 1999) and a more dramatic rise in Writing (57% in 1998, 71% in 1999). The staff has looked at the individual skills results for each of the three areas, and has identified specifics in each that require attention. From this a plan that will include resource purchases, staff training and formalized student learning activities will be developed over the next few months, with a comprehensive plan and program for each of the three main assessment areas completed by February 2000.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics, 1998-1999

Demographics (Grade 3)			Attitudes (Grade 3)	Girls	Boys
			(percent saying yes)		
2	Classes with Grade 3 Students		I like to read	86%	57%
25	Grade 3 students		I am a good reader	71%	86%
0%	In English as a Second Language Program (ESL)		I like to write	71%	29%
4%	Exempted in all three subjects		I am a good writer	57%	29%
12%	Receiving Special Education support		I like mathematics	43%	43%
36%	Boys	64% Girls	I am good at mathematics	50%	43%
0%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school	79%	29%
5%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school	57%	14%
			I do mathematics that is not part of my work at school	29%	29%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	64% 67%	68% 71%	76% 79%
Girls	69% 69%	69% 69%	81% 81%
Boys	56% 62%	67% 75%	67% 75%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Grade 6

Although this was the first assessment of this kind for the grade 6 students and staff, some significant trends in student skills is apparent in the results. The Mount Hope results for Reading and Mathematics fall above the Board averages, but close enough to them to cause concern. The Writing scores are significantly below the Board averages. During the next few months the staff will look closely at the school's grade 6 results, prioritize the areas of concern and translate them into specific program changes. By February 2000 a plan will be in place to address the needs of the school's Junior and Intermediate programs (the grade 3 Writing results indicate improvements are happening in the Primary division already) and will also indicate the measures being implemented to strengthen the Reading and Mathematics areas.

The School Council will be invited to contribute to the results analysis in all areas, and will share in the acquisition of resources and program development.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

Attitudes (Grade 6)

(percent saying yes)

Girls Boys

2	Classes with Grade 6 Students	
43	Grade 6 students	
0%	In English as a Second Language Program (ESL)	
9%	Exempted in all three subjects	
14%	Receiving Special Education support	
53%	Boys	47% Girls
0%	Of the students said they speak only or mostly in another language at home	0% Gender not specified
0%	Of the students said they speak as often in English as in another language at home	

I like to read.	58%	43%
I am a good reader	50%	57%
I like to write.	33%	29%
I am a good writer.	42%	50%
I like mathematics	25%	50%
I am good at mathematics	33%	64%
I do reading that is not part of my work at school	50%	36%
I do writing that is not part of my work at school	33%	14%
I do mathematics that is not part of my work at school	8%	29%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	47% 51%	33% 36%	35% 39%
Girls	55% 58%	55% 58%	30% 33%
Boys	39% 45%	13% 15%	39% 45%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

School Report Grade 3 Assessment of Reading, Writing and Mathematics: 1998-1999

Mountain View Public School, Hamilton Wentworth District School Board

School Address: 299 Barton St. East, Principal: J. Blimkie
 Stoney Creek, Ont. L8E 2K7 Grade Levels: K-8
 Telephone: (905) 662-6939 Enrolment: 352
 Facsimile: (905) 662-6978

Mountain View Public School is located in the City of Stoney Creek. The school was built in 1949 on property purchased from John Gage of Hamilton. Mountain View Public School was considered to be the most modern rural school in the province when classes officially opened September 1949. Portables were converted to a portapak in 1995. Presently Mountain View Public School boasts 14 classrooms, a full size gymnasium/auditorium, library, resource centre, learning centre, computer lab, English as a Second language teaching room, Family Studies and Design and Technology classrooms and a large playing field. The school serves 352 students daily and approximately 300 grade 7 & 8 students (30 per ½ day) from the local Stoney Creek schools who are bused throughout the school year to attend Family Studies and Design & Technology classes.

The school with its multi-cultural diversity has an itinerant E.S.L. program serving at least 11 different language groups. The largest group speaks Punjabi. Two Special education specialists currently share a full time position and provide a combination of withdrawal and classroom support programs for students identified as exceptional and students at risk. This support is established, monitored and evaluated on an ongoing basis through the In-School Team.

Mountain View school enjoys a very healthy and positive partnership with the School Council. Parents have and continue to serve on school and board transition committees. They initiate, volunteer and support many functions and their expertise and commitment is invaluable.

"Teaching Children Since 1949"

School Response and Intent for Action Plan

We are encouraged with the number of Grade 3 students who are performing at levels 2 and above (Reading 76%, Writing 97% and Mathematics 84%). 32%, 51% and 42% scored in Reading, Writing and Mathematics at Level 3 and above respectively. Of these students, 11% were ESL and 8% received Special Education Support. 24% speak mostly in another language or as often in a language other than English.

Parents and guardians have received their children's results and have been encouraged to meet with their child's teacher to discuss this report and its implications for classroom teaching and learning.

In the last few years, the school has emphasized student performance in the development of the School Plan -Excellence in Student Performance. Literacy has and continues to be a primary focus (All Star Reading, Book Fairs, Read-a-thons, Open Court). It is felt that if reading levels are increased, then mathematical understanding will be enhanced. The staff will analyse the data and the plan will be changed or adapted as required. It will be shared with the school council for further input in January. The Action Plan to be developed for February, 2000 will identify strategies to be continued and new strategies to be implemented. It will determine the interventions and programming necessary to improve performance. The plan will be monitored throughout the school year with a review planned for June 1999.

School Response and Intent for Action Plan

We are encouraged with the number of Grade 6 students who are performing at levels 2 and above (Reading 92%, Writing 90% and Mathematics 92%). 32%, 52% and 56% scored in Reading, Writing and Mathematics at Level 3 and above respectively. Of these students, 2% were ESL and 19% received Special Education Support. 20% speak mostly in another language or as often in a language other than English.

Parents and guardians have received their children's results and have been encouraged to meet with their child's teacher to discuss this report and its implications for classroom teaching and learning.

In the last few years, the school has emphasized student performance in the development of the School Plan -Excellence in Student Performance. Literacy has and continues to be a primary focus, (Novel Studies, Comprehension Reading Assessment Materials, Book Fairs, Read-a-thons, Reading Buddies). It is felt that if reading levels are increased, then mathematical understanding will be enhanced. The staff will analyse the data and the plan will be changed or adapted as required. It will be shared with the school council for further input in January. The Action Plan to be developed for February, 2000 will identify strategies to be continued and new strategies to be implemented. It will determine the interventions and programming necessary to improve performance. The plan will be monitored throughout the school year with a review planned for June 1999.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)

2	Classes with Grade 3 Students
38	Grade 3 students
11%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
8%	Receiving Special Education support
58%	Boys
39%	Girls
3%	Gender not specified
8%	Of the students said they speak only or mostly in another language at home
16%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	87%	55%
I am a good reader	87%	64%
I like to write	73%	55%
I am a good writer	73%	50%
I like mathematics	47%	36%
I am good at mathematics	33%	45%
I do reading that is not part of my work at school	27%	36%
I do writing that is not part of my work at school	33%	45%
I do mathematics that is not part of my work at school	7%	32%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	32%	50%	42%
Girls	47%	60%	47%
Boys	23%	45%	41%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1: shaded line includes students who were exempted and students for whom no data were collected.

Method 2: excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)

2	Classes with Grade 6 Students
48	Grade 6 students
2%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
10%	Receiving Special Education support
40%	Boys
46%	Girls
15%	Gender not specified
9%	Of the students said they speak only or mostly in another language at home
11%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read	71%	37%
I am a good reader	76%	63%
I like to write	57%	32%
I am a good writer	48%	26%
I like mathematics	52%	58%
I am good at mathematics	48%	68%
I do reading that is not part of my work at school	57%	42%
I do writing that is not part of my work at school	67%	42%
I do mathematics that is not part of my work at school	24%	47%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	42%	57%	56%
Girls	55%	59%	55%
Boys	26%	42%	58%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	11%	0%	11%
Not Receiving Special Education support	49%	64%	67%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1: shaded line includes students who were exempted and students for whom no data were collected.

Method 2: excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

MOUNTVIEW SCHOOL

School Address: 59 Karen Crescent
Hamilton, Ontario L9C 5M5
Telephone: (905) 388-1677
Number: (905) 388-4706

Principal: Mrs. H. Sims
Grade Levels: JK - 5
Enrolment: 266 students
Families: 201

Mountview Elementary School is a junior school in a well established residential neighbourhood. The school community on the west end of the mountain covers a large area, necessitating bussing of approximately 50% of the students. Generally, the community is a very stable one, but there has been an increase over the years in the number of families who are mobile and residing in higher density housing provided by apartments or townhouses.

Parents are very supportive of the school, and take an active role in their children's education as demonstrated by the Home Questionnaire.

The School and community has been an advocate of the Open Court Reading Programme for the past 4 1/2 years. The staff have supported the use of the programme locally and provincially, through teacher in-services and open house sessions.

The Learning Centre supports a large number of students with special learning needs, as part of the regular class programmes. A special focus is the development of reading/language skills in the Primary division.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff is working on an analysis of the results. From an initial review, we continue to be encouraged by the results in Reading (76% performing at Level 3, 4). Results in Writing (64% performing at Level 3, 4) will need to be analyzed against last year's data (83% performing at Level 3, 4) in an effort to determine the reason for this change. Although the results in Mathematics, showed a significant improvement (62% performing at level 3, 4), it will continue to be an area of focus, specifically, in the areas of problem solving and communication of required knowledge.

Once the Action Plan is developed (February 2000), it will be shared with School Council for input. The plan will identify areas to be improved, with specific strategies to address these concerns.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		75%	73%
42	Grade 3 students	I am a good reader		81%	77%
2%	In English as a Second Language Program (ESL)	I like to write		50%	69%
2%	Exempted in all three subjects	I am a good writer		88%	85%
29%	Receiving Special Education support	I like mathematics		62%	62%
62%	Boys 38% Girls 0% Gender not specified	I am good at mathematics		25%	54%
2%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		69%	58%
12%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		56%	31%
		I do mathematics that is not part of my work at school		56%	42%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		76%	64%	62%	
		78%	66%	63%	
Girls		75%	69%	56%	
		75%	69%	56%	
Boys		77%	62%	65%	
		80%	64%	68%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		42%	33%	17%	
		45%	36%	18%	
Not Receiving Special Education support		90%	77%	80%	
		90%	77%	80%	
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

SCHOOL REPORT GRADE 3 ASSESSMENT OF READING WRITING AND MATHEMATICS

NORWOOD PARK PUBLIC SCHOOL

165 Terrace Drive
Hamilton, Ontario
L8N 2Z2

Phone: (905) 575-9808 Fax: (905) 575-0098

Principal: Terry Gallagher

S.K.-Grade 8

Enrolment: 340

Hamilton-Wentworth District School Board
(527-5092, Ext. 2631)

School Profile

Norwood Park School is a single-track French Immersion School located on Terrace Drive in the central mountain area just east of Upper James. As it is a French Immersion school, parents must provide transportation for their children to attend the school. The school draws from an area west of Upper Wentworth and into Ancaster. Norwood serves a mixed ethnic, socio-economic and cultural school population. Students are involved in many extra-curricular activities and community-help projects. Norwood is a S.K. to Gr. 8 school which serves 340 students. The students at Norwood receive instruction in French in all subject areas in S.K. and Gr. 1. The formal instruction of English Language Arts begins in Gr. 2 (approximately 45 minutes/day) and increase incrementally. By the end of Gr. 8, students receive 50% instruction in French and 50% in English. Mathematics is taught in French from K-8.

There are 19 exceptional students—2 B.E./ 2 S.L.D./ 5 Gifted. Our special education students are all integrated in regular classes and receive support where needed by the classroom teacher and the bilingual learning resource teacher. Student support is given through "withdrawals" in small groups or "within" the classroom context. Extra assistance in classroom is provided by a French language monitrice, volunteers and co-op students.

Norwood enjoys a positive partnership with its School Council as all members strive to support the school. Parents are involved in the school in a variety of ways—volunteers, School Council, supporting extra-curricular events, attending parent information nights.

Norwood is a community of learners who value the learning of Canada's two official languages—English and French. Staff, parents and students work together for the success of all students.

School Response and Intent for Action Plan:

The staff is working on an in-depth analysis of the data. An initial viewing of the data shows 47% at level 2 and 28% at levels 3 and 4 in Reading; 41% at level 2 and 47% at levels 3/4 in Writing; 44% at level 2 and 31% at levels 3,4. The numbers of students performing at levels 3,4 in Reading and Mathematics do not meet our expectations. Mathematics instruction at Norwood takes place in French and therefore, the staff believe that the reading and writing of French poses problems in understanding the Mathematical concepts. We will address this issue in our Action Plan.

Our school focus is on Writing and Mathematics. We intend to utilize successful writing/reading strategies within our mathematics program as well. Staff continue the implementation of Quest 2000 (en français) from K-6. Students scored low in the strands of numeracy and measurement. Staff will be developing specific strategies to address those needs in an action plan. The action plan will be shared with School Council for further input in January. Implementation will take place in February 2000 until December 2000.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998/1999				Writing and Mathematics 1998/1999			
Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
1	Classes with Grade 3 Students			I like to read		79%	62%
22	Grade 3 students			I am a good reader		68%	46%
3%	In English as a Second Language Program (ESL)			I like to write		74%	62%
9%	Exempted in all three subjects			I am a good writer		53%	46%
19%	Receiving Special Education support			I like mathematics		74%	85%
41%	Boys	59%	Girls	I am good at mathematics		47%	69%
6%	Of the students said they speak only or mostly in another language at home		0%	I do reading that is not part of my work at school		84%	54%
3%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		68%	54%
				I do mathematics that is not part of my work at school		42%	62%
Overall Achievement (Grade 3)				Reading	Writing	Mathematics	
(percent at performance level)				Levels 3,4	Levels 3,4	Levels 3,4	
All students				28%	47%	31%	
				32%	54%	34%	
Girls				26%	58%	32%	
				26%	58%	32%	
Boys				31%	31%	31%	
				44%	44%	40%	
ESL students				-	-	-	
Non ESL students				-	-	-	
Receiving Special Education support				-	-	-	
Not Receiving Special Education support				-	-	-	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component				28%	47%	31%	
				32%	54%	34%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

SCHOOL REPORT
GRADE 6 ASSESSMENT OF READING
WRITING AND MATHEMATICS

NORWOOD PARK PUBLIC SCHOOL

165 Terrace Drive
 Hamilton, Ontario
 L9A 2Z2

Telephone: (905) 575-9808 Fax: (905) 575-0098

Principal: Terry Gallagher

S.K.-Grade 8

Enrolment: 340

Hamilton-Wentworth District School Board
 (527-5092, Ext. 2631)

School Profile

Norwood Park School is a single-track French Immersion School located on Terrace Drive in the central mountain area just east of Upper James. As it is a French Immersion school, parents must provide transportation for their children to attend the school. The school draws from an area west of Upper Wentworth and into Ancaster. Norwood serves a mixed ethnic, socio-economic and cultural school population. Students are involved in many extra-curricular activities and community-help projects. Norwood is a S.K. to Gr. 8 school which serves 340 students. The students at Norwood receive instruction in French in all subject areas in S.K. and Gr. 1. The formal instruction of English Language Arts begins in Gr. 2 (approximately 45 minutes/day) and increase incrementally. By the end of Gr. 8, students receive 50% instruction in French and 50% in English. Mathematics is taught in French from K-8.

There are 19 exceptional students—2 B.E./ 12 S.L.D./ 5 Gifted. Our special education students are all integrated in regular classes and receive support where needed by the classroom teacher and the bilingual learning resource teacher. Student support is given through "withdrawals" in small groups or "within" the classroom context. Extra assistance in classroom is provided by a French language monitrice, volunteers and co-op students.

Norwood enjoys a positive partnership with its School Council as all members strive to support the school. Parents are involved in the school in a variety of ways—volunteers, School Council, supporting extra-curricular events, attending parent information nights.

Norwood is a community of learners who value the learning of Canada's two official languages—English and French. Staff, parents and students work together for the success of all students.

School Response and Intent for Action Plan:

An initial viewing of the data shows 64% of students performing at levels 3, 4 in Reading; 58% of students performing at levels 3, 4 in Writing; 32% of students performing at levels 3, 4 in Mathematics. The staff is pleased with the number of students performing at levels 3, 4 in Reading and Writing. This is consistent with French Immersion research which shows students' skills in language either equal or surpass expected grade level achievement by the end of Gr. 6. The number of students performing at levels 3, 4 in Mathematics does not meet our expectations. Mathematics is taught in French at Norwood. Students were tested in English. We will be purchasing Quest 2000 (en français) at Grade 6 level in November '99 to begin implementation in December '99. Students scored low in the strand of measurement. Staff will be developing a detailed action plan in December to address this area of mathematics. This plan will be shared with School Council in January for further input. Implementation will take place in February 2000-December 2000.

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 6 Students	I like to read		96%	73%
50	Grade 6 students	I am a good reader		96%	73%
0%	In English as a Second Language Program (ESL)	I like to write		83%	62%
2%	Exempted in all three subjects	I am a good writer		78%	81%
20%	Receiving Special Education support	I like mathematics		30%	58%
52%	Boys	I am good at mathematics		43%	73%
48%	Girls	I do reading that is not part of my work at school		83%	58%
0%	Of the students said they speak only or mostly in another language at home	I do writing that is not part of my work at school		52%	31%
5%	Of the students said they speak as often in English as in another language at home	I do mathematics that is not part of my work at school		13%	31%
Overall Achievement (Grade 5)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		64%	58%	32%	
Girls		75%	71%	25%	
Boys		54%	46%	38%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		20%	40%	0%	
Not Receiving Special Education support		75%	62%	40%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
 Method 1: shaded lines indicates students who were exempted and students for whom no data were collected.
 Method 2: excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

PARKDALE SCHOOL PROFILE FOR EQAO ASSESSMENT RESULTS

PARKDALE SCHOOL is situated the north-east end of the Lower City. Most of the families live in single family homes with some subsidized rental housing in townhouses and apartment buildings. The population is relatively stable and the school presently has 275 students. The school recently celebrated its 50th anniversary and is well known for the totem pole that stood on the front grass for many years. This totem now stands proudly inside the school doorway where it is protected from the elements. Specialized programming, such as the Writing to Read Program for Grade One students, have had positive results in improving the levels of achievement for all of students. Parkdale is one of two schools in the city that have a Community School Program after hours on two nights a week. This is well attended by many of the families in the community. The Parkdale School Council is an active partner in the school as it supports our endeavors in curriculum based and social activities in the school.

The great improvements in overall scores are a credit to the hard work of staff and support of the community and we are celebrating our achievements. After careful analysis, we will continue to work on planned initiatives from last year and develop new plans for addressing areas of concern from most recent results.

In reading, we will work on building Reasoning Skills and Communication Skills that are somewhat weaker than anticipated. Programming in these areas will consist of a clear connection to the writing process where these areas were stronger. We will also continue our School Action Plan based on Application of Language Conventions, particularly in the area of spelling and grammar.

In writing, the continued use of the Writing to Read Program will assist in the development of a wide variety of Grade 1 reading and writing skills. This will support reading and writing programming throughout the primary division and staff will build on these basics to maintain strong programming in this area.

In mathematics, lower scores in areas of Geometry and Spatial Sense and Measurement and careful review of concepts taught will require staff to focus on preparing lessons to build skills in these areas. In class assessments and analysis of results will allow teachers to identify specific weakness and program to meet individual students needs. New teaching resources and support material has been purchased to assist teachers.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999				Girls	Boys
Demographics (Grade 3)				Attitudes (Grade 3)	
				(percent saying yes)	
2	Classes with Grade 3 Students			I like to read	88% 73%
41	Grade 3 students			I am a good reader	71% 55%
0%	In English as a Second Language Program (ESL)			I like to write	79% 36%
10%	Exempted in all three subjects			I am a good writer	62% 73%
15%	Receiving Special Education support			I like mathematics	67% 45%
32%	Boys 68% Girls 0% Gender not specified			I am good at mathematics	46% 64%
3%	Of the students said they speak only or mostly in another language at home			I do reading that is not part of my work at school	38% 27%
11%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school	38% 55%
				I do mathematics that is not part of my work at school	21% 36%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		44%	71%	56%	
		50%	81%	62%	
Girls		50%	82%	61%	
		54%	88%	65%	
Boys		31%	46%	46%	
		40%	60%	55%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

109

PARKWOOD PUBLIC SCHOOL

School Address: 1095 Woodburn Road,
R.R. #1, Hannon, Ontario,
L0R 1P0
Telephone: (905) 692-3373
Fax: (905) 692-9562

Principal: Mr. D. Rogers
(off-site)
Vice-Principal: Mrs. J. Watt
Grade Levels: J.K. - 6
Enrolment: 176

Parkwood School is located in the hamlet of Woodburn in the township of Glanbrook. Parkwood is a one floor school, built in 1960. It consists of a gym and nine classrooms, two of which are used as the computer lab and the library. The 176 students are bussed to school. Parkwood's catchment area covers a large geographical area from Highway 53 to the north, Westbrook Road to the west, Haldbrook Road to the south, Trumble and Hendershott Road to the east with an additional parcel of land bounded by Golf Club Road, Fletcher Road, Guyatt Road and Trinity Church Road. The Parkwood families either farm or commute to the larger urban areas for their livelihood. Parkwood is twinned with the larger school, Bellmoore, which is situated in Binbrook. When students leave Grade 6 at Parkwood they attend Grades 7 & 8 at Bellmoore. The school has seven full time teaching staff and part time resource staff shared with Bellmoore. The Vice-Principal is a half-time administrator at Parkwood and is shared with another twinned unit school (Mount Hope/Bell-Stone). Although small, the staff are providing excellent programming at all levels. Staff continue to update and educate themselves through board P.D., ministry courses and other workshops, seminars and conferences. A core group of dedicated parent volunteers provides support to classroom and resource programming. School Council is active and interested in the educational and social progress of their children. Many activities both within and without the school have been supported through School Council's efforts.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN GRADE 3

Initial analysis reveals a significant rise in all areas (Reading, Writing and Mathematics) from 1997-1998, with a very dramatic rise in Mathematics from 9% to 65% at performance level (levels 3 & 4) which is above the HWDSB average. Reading has increased from 9% to 30% and Writing from 22% to 48%. Although improved, Reading and Writing are still somewhat below the HWDSB averages of 46% (Reading) and 54% (Writing). The staff has already implemented strategies to address the need for improvement in Reading. A three year plan has been initiated at the Grade 1 level with the introduction of the "Open Court" reading series. Next year the program will be purchased for Grade 2 and the following year for Grade 3. Through the resource teacher, a volunteer reading assistance program has been set up to assist those Primary students in Grades 2 & 3 who are experiencing difficulty at their grade level. A school wide incentive program has been initiated to encourage reading outside school hours. Board support personnel and school staff have hosted a Parent Information Night around the subject of Reading. More Parent Information Nights are planned around different curriculum topics. School wide initiatives around Writing and Mathematics are currently in the planning stages or ready for imminent implementation. Resources are being catalogued in order that we can assess what is required to provide programming to improve the three areas of Reading, Writing and Mathematics.

It must be noted that not enough Home Questionnaires were completed in order to provide the school with information to support or supplement the assistance which may be occurring out of school.

Demographics (Grade 3)		Grade 3 and Grade 6 Assessments of Reading and Mathematics: 1998-1999		Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
1	Classes with Grade 3 Students			I like to read	73%	62%	
25	Grade 3 students			I am a good reader	60%	38%	
0%	In English as a Second Language Program (ESL)			I like to write	80%	25%	
0%	Exempted in all three subjects			I am a good writer	73%	25%	
4%	Receiving Special Education support			I like mathematics	73%	62%	
40%	Boys	60%	Girls	I am good at mathematics	53%	62%	
4%	Of the students said they speak only or mostly in another language at home			I do reading that is not part of my work at school	60%	25%	
0%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school	67%	38%	
				I do mathematics that is not part of my work at school	33%	12%	
Overall Achievement (Grade 3)		Reading		Writing		Mathematics	
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4	
All students		28%		44%		60%	
		30%		48%		65%	
Girls		33%		53%		53%	
		33%		53%		53%	
Boys		20%		30%		70%	
		25%		38%		88%	
ESL students							
Non ESL students							
Receiving Special Education support							
Not Receiving Special Education support							
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component							

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

GRADE 6

Although this was the first assessment of this kind for the Grade 6 students a significant strength was noted in the area of Writing where Parkwood students had 53% of its students at levels 3 & 4, quite a bit above the HWDSB's average of 45%. However it was noted that in the areas of Reading and Mathematics the scores are significantly below the board's averages. Parkwood's Reading is 29% compared with the board's average of 44% and Mathematics is 29% below the board's average of 37%. The staff have already initiated a school wide reading program to encourage out of school reading. Apparent Information Night was held to support this. Writing exemplars are being explored and will be used as tools to educate our parents around the expectations in this area as detailed in the Ministry document. A school wide writing project is being implemented to introduce the students to the requirements of a level 3 piece of writing. Resources for reading are being reviewed in order that we may allocate budget to purchase materials required to enhance the reading program where needed throughout the school.

Again, as with the Grade 3 students, not enough Home Questionnaires were completed in order to provide the school with information to support or supplement the assistance which may be occurring out of school.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)				Attitudes (Grade 6) (percent saying yes)		Girls	Boys
1	Classes with Grade 6 Students			I like to read		75%	38%
18	Grade 6 students			I am a good reader		50%	50%
0%	In English as a Second Language Program (ESL)			I like to write		38%	38%
6%	Exempted in all three subjects			I am a good writer		38%	50%
22%	Receiving Special Education support			I like mathematics		38%	50%
50%	Boys	50%	Girls	I am good at mathematics		50%	52%
			0% Gender not specified	I do reading that is not part of my work at school		62%	38%
0%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		62%	50%
0%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		12%	38%
Overall Achievement (Grade 6) (percent at performance level)				Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
All students				28%	50%	28%	
				29%	53%	29%	
Girls				44%	56%	56%	
				44%	56%	56%	
Boys				11%	44%	0%	
				12%	50%	0%	
ESL students				-	-	-	
Non ESL students				-	-	-	
Receiving Special Education support				-	-	-	
Not Receiving Special Education support				-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Pauline Johnson School Grade 3 EQAO School Summary

Pauline Johnson School, built in 1967, is located in the "Birdland" community of the central Hamilton Mountain. We share campuses with Cardinal Heights Middle School. The school has an enrolment of 408 junior kindergarten to grade five students who have a wide variety of cultural backgrounds. About 10-15% of our students require support from our E.S.L. teacher. Pauline Johnson has an active Special Education Program, which includes a primary Speech and Language class, Learning Resource, E.S.L. and classroom support personnel.

We have two active parent organizations — the Parent Teacher Association and School Council — as well as over thirty parent volunteers. Our parents support the school and student programs through various activities, including membership on committees, such as the Safe Schools, Meet-the-Teacher, and discipline code groups.

Pauline Johnson has a YMCA before and after school daycare program.

School Plan priorities over the last few years included implementation of the new Ontario curricula, electronic version of the Ontario report card, integration of computers into the curricula and problem solving in mathematics. We are reviewing our discipline code/safe schools policy and we have re-activated our Environmental focus.

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	64%	75%	55%
Girls	68%	79%	58%
Boys	59%	69%	52%
ESL students	40%	100%	20%
Non ESL students	66%	73%	58%
Receiving Special Education support	17%	33%	17%
Not Receiving Special Education support	75%	84%	64%

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	86%	66%
I am a good reader.	78%	52%
I like to write.	86%	86%
I am a good writer.	73%	59%
I like mathematics.	78%	59%
I am good at mathematics.	62%	52%
I do reading that is not part of my work at school.	62%	24%
I do writing that is not part of my work at school.	46%	34%
I do mathematics that is not part of my work at school.	62%	28%

Demographics (Grade 3)

3	Classes with Grade 3 Students
67	Grade 3 students
7%	In English as a Second Language Program (ESL)
0%	Exempted in all three subjects
18%	Receiving Special Education support
43%	Boys
57%	Girls
9%	Of the students said they speak only or mostly in another language at home
6%	Of the students said they speak as often in English as in another language at home

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment

We are very proud of our students' achievements in all areas, but we have identified 3 main areas on which to focus our action plan:

- 1) Math - especially problem solving, not meeting our expectations
- 2) Relatively weak performance of boys compared to girls in all test areas
- 3) Relatively weak attitude of boys compared to girls in most areas

To improve these areas, school staff will design programmes and strategies which will be discussed by the school council. An action plan will be developed by the New Year for immediate implementation and will be reviewed in June 2000.



EQAO
SCHOOL SUMMARY PAGE
GRADE 3 ASSESSMENT
READING, WRITING AND MATHEMATICS
NOVEMBER 1999

PEACE MEMORIAL SCHOOL

School Address: 75 East 36th St.
 Hamilton, Ontario, L8V 3Z2
Telephone: (905) 387-5165

Principal: Mrs. Catherine Youngblud
Grade Levels: JK-Gr. 5 (Eng.) and SK-Gr. 5 (French Im.)
Enrolment: 291 students

School Profile

Peace Memorial School is located on the east mountain. The school was built in 1919 and additions made in 1948 and 1952. The school serves approximately 300 students. It is a dual track school that offers a regular program and a French Immersion program. The community predominantly has English as its first language. The school is housing two programs KinderCare and First Base that are run by the YMCA.

School priorities in the past few years have included a focus on literacy and numeracy (inservices and information nights on new curriculum documents), health and safety (social skills, conflict resolution, Peer mediators programs) and computer skills (ongoing inservices). The school's Learning Centre and Resource program support students who have special needs. As well, the Open Court program provide early Primary students with an opportunity to improve their reading skills.

Peace Memorial School enjoys a healthy partnership with its Home and school/Parent Council, with all working hard to achieve our common goals. A strong volunteer program supports the school. Parents also assist at many functions where their input, expertise and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Our students are given the opportunity to experience a variety of activities to support them in their school life.

School Response and Intent for Action Plan

An initial cursory viewing of the school data shows that 92% of our students score at levels 2 and above in reading, 91% in writing, 95% in mathematics overall. We are noticing an increase in the number of students who are working in levels 3 and 4 in reading (40% in 1998, 63% in 1999), in writing (38% in 1998, 46% in 1999) and in mathematics (52% in 1998, 78% in 1999-overall and 62% in 1998 and 100% in 1999-French Immersion). The number of students performing at levels 3 and 4 in writing do not meet our expectations. To find possible reasons and solutions will need further analysis and discussion. The school staff will review assessment results to determine their meaning for programs and instruction at Peace Memorial School. The Action Plan will be shared and approved by our School Council by February, 2000.

During the fall, parents/guardians were encouraged to meet with school staff to discuss their child's individual results. They will be invited to a meeting this spring to review this report and its implications for classroom teaching. Any parent who wishes to take part in drawing up the school's action plan is welcome to do so. Please contact the principal's office for further details.

Grade 3 and Grade 5 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)			Attitudes (Grade 3)		Girls	Boys
			(percent saying yes)			
3	Classes with Grade 3 Students		I like to read		96%	67%
41	Grade 3 students		I am a good reader		70%	56%
2%	In English as a Second Language Program (ESL)		I like to write		87%	83%
5%	Exempted in all three subjects		I am a good writer		78%	67%
24%	Receiving Special Education support		I like mathematics		57%	67%
44%	Boys	56% Girls	I am good at mathematics		43%	50%
7%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school		65%	61%
5%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school		74%	61%
			I do mathematics that is not part of my work at school		61%	61%
Overall Achievement (Grade 3)			Reading	Writing	Mathematics	
(percent at performance level)			Levels 3,4	Levels 3,4	Levels 3,4	
All students			63%	46%	78%	
			67%	49%	82%	
Girls			70%	52%	74%	
			73%	55%	77%	
Boys			56%	39%	83%	
			59%	41%	88%	
ESL students			-	-	-	
Non ESL students			-	-	-	
Receiving Special Education support			30%	10%	40%	
			38%	12%	50%	
Not Receiving Special Education support			74%	58%	90%	
			74%	58%	90%	
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component			75%	38%	100%	
			75%	38%	100%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
 Method 1 (charted line) includes students who were exempted and students for whom no data were collected.
 Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. "No Data").

Pleasant Valley School

School Address: 46 Turnbull Rd.
Dundas, ON L9H 3W6
Telephone: (905) 627-3527
Fax No.: (905) 627-3528

Principal: Steve Oulahan
Grade Levels: J.K. - 6
Enrolment: 249
Families: 190

Pleasant Valley is a school comprised of around 250 students in classes from Junior Kindergarten to Grade 6. The average class size is about 25 students. The school day begins at 8:40 a.m. and ends at 3:35 p.m. The school's trustee is Heather Bullock.

Pleasant Valley is comprised of several tube-like structures with a gymnasium, library, and computer lab. The origins of the building date back to 1966. The school's motto: "Pleasant Valley Pride".

Pleasant Valley's grade three E.Q.A.O. results were promising but uneven. With 73% of the students in writing and 61% of the students in mathematics performing at provincial level, the students, staff and parents of the community can feel positive about the results. The lower result in reading (43%) will be scrutinized carefully, and plans will be put in place for improvement.

The scores will be shared with the school's stakeholders: students, staff and parents. The overall impression created by the scores will help us develop an action plan. The goal is appropriate: improve student achievement without creating undue stress for our students.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1996-1999			Writing and Mathematics 1996-1999		
Demographics (Grade 3)			Attitudes (Grade 3)	Girls	Boys
			(percent saying yes)		
2	Classes with Grade 3 Students		I like to read	86%	69%
30	Grade 3 students		I am a good reader	71%	46%
0%	In English as a Second Language Program (ESL)		I like to write	79%	31%
13%	Exempted in all three subjects		I am a good writer	71%	31%
13%	Receiving Special Education support		I like mathematics	86%	54%
50%	Boys	50% Girls	I am good at mathematics	57%	38%
0%	Of the students said they speak only or mostly in another language at home		I do reading that is not part of my work at school	79%	69%
			I do writing that is not part of my work at school	57%	54%
4%	Of the students said they speak as often in English as in another language at home		I do mathematics that is not part of my work at school	71%	69%
Overall Achievement (Grade 3)			Reading	Writing	Mathematics
(percent at performance level)			Levels 3 & 4	Levels 3 & 4	Levels 3 & 4
All students			33%	53%	47%
			43%	73%	61%
Girls			47%	67%	67%
			50%	77%	71%
Boys			20%	40%	27%
			33%	67%	44%
ESL students			-	-	-
Non-ESL students			-	-	-
Receiving Special Education support			-	-	-
Not Receiving Special Education support			-	-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component			-	-	-
A dash is used where the number of students in a group is fewer than 5 and results are not reported.					
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.					
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).					

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Pleasant Valley School

School Address: 46 Turnbull Rd.
 Dundas, ON L9H 3W6
 Telephone: (905) 627-3527
 Fax No.: (905) 627-3528

Principal: Steve Oulahen
 Grade Levels: J.K. - 6
 Enrolment: 249
 Families: 190

Pleasant Valley is a school comprised of around 250 students in classes from Junior Kindergarten to Grade 6. The average class size is about 25 students. The school day begins at 8:40 a.m. and ends at 3:35 p.m. The school's trustee is Heather Bullock.

Pleasant Valley is comprised of several tube-like structures with a gymnasium, library, and computer lab. The origins of the building date back to 1966. The school's motto: "Pleasant Valley Pride".

Pleasant Valley's grade six E.Q.A.O. results were excellent and well-deserved. With 90% of the students in writing and 74% of the students in mathematics and reading performing at provincial level, the students, staff and parents of the community can feel proud.

The scores will be shared with the school's stakeholders: students, staff and parents. The overall impression created by the scores will help us develop an action plan. The goal is appropriate: improve student achievement without creating undue stress for our students.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999					
Demographics (Grade 6)				Attitudes (Grade 6)	
				(percent saying yes)	
				Girls	Boys
2	Classes with Grade 6 Students			82%	90%
33	Grade 6 students			73%	95%
0%	In English as a Second Language Program (ESL)			82%	60%
6%	Exempted in all three subjects			64%	50%
12%	Receiving Special Education support			55%	55%
61%	Boys	36%	Girls	36%	80%
0%	Of the students said they speak only or mostly in another language at home	3%	Gender not specified	64%	70%
3%	Of the students said they speak as often in English as in another language at home			45%	20%
				18%	35%
Overall Achievement (Grade 6)					
(percent at performance level)				Reading	Writing
				Levels 3,4	Levels 3,4
All students				70%	85%
				74%	90%
Girls				58%	82%
				64%	100%
Boys				75%	80%
				79%	84%
ESL students				-	-
Non ESL students				-	-
Receiving Special Education support				-	-
Not Receiving Special Education support				-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
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 Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

PRINCE OF WALES SCHOOL – EQAO SUMMARY – GRADE 3

School Address: 40 Lottridge Street
Hamilton, ON L8L 6T9
Telephone: (905) 544-3379
Fax No. (905) 544-2800

Principal: Dave Repchuck
Grade Levels: JK to 8
Enrollment: 730 students

Prince of Wales School has been educating the students in the center of Hamilton for 77 years. The school population of 730 is highly transient with hundreds of students transferring in and/or out during the school year. Prince of Wales is located in a lower social-economic community with a very diverse culture. There are over 30 distinct languages spoken in the community with the four largest languages being English, Chinese, Vietnamese and Cambodian. Over 100 of the students are E.S.L.

A Learning Center Model is used for both E.S.L., Special Education regular class, and "at risk" students with withdrawal support as the main delivery model. The school has one Intermediate Comprehensive Special Education Class. Meeting the individual academic, social and emotional needs of each student is the school's primary goal and greatest challenge.

Our School Plan priorities include: Ontario Curriculum K to 8, Assessment and Evaluation and Safe Schools. The implementation of the Second Step Social Skills Program has helped staff and students with strategies for problem solving. Students are learning to solve their problems in a non-violent manner.

School Council's direction for the year is to improve the image of the school. The Council provided input into the new Code of Conduct, which was introduced. Parents are encouraged to become more actively involved in their child's school and participate in all events. Prince of Wales School Staff have worked to promote the school and provide opportunities for parental involvement.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

After analysis of the results by our staff, we are encouraged to see a significant rise in our scores from last year. In overall achievement, the majority of our students were performing at Level 2 or above – reading 78% compared to 54% (1998), writing 93% compared to 86% (1998), mathematics 82% compared to 52% (1998). It is no longer true that girls perform better than the boys in all areas. In math, they are virtually equal in Levels 3 and 4 – girls 44%, boys 43%. In writing, the boys outscore the girls 37% to 32%. However, in reading, there are more than twice as many girls as boys at the Level 3 and 4 – 44% compared to 20%.

Consideration will be given particularly to the weakest strands in mathematics, namely measurement as well as number sense and numeration. Reading will continue to be a major focus as our results deviate from the students professed liking for and ability at reading.

School staff will meet and discuss the results and develop an Action Plan for February, 2000. School Council will have an opportunity to discuss the plan and offer further suggestions. The plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan we will continue to implement all areas of the Ontario Language and Math Curriculum and use Open Court as one of the strategies to address the areas of weakness.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)				Attitudes (Grade 3)		Girls	Boys
				(percent saying yes)			
3	Classes with Grade 3 Students			I like to read		76%	58%
55	Grade 3 students			I am a good reader		57%	62%
11%	In English as a Second Language Program (ESL)			I like to write		52%	62%
4%	Exempted in all three subjects			I am a good writer		52%	50%
25%	Receiving Special Education support			I like mathematics		62%	77%
55%	Boys	45%	Girls	I am good at mathematics		57%	62%
11%	Of the students said they speak only or mostly in another language at home		0% Gender not specified	I do reading that is not part of my work at school		38%	46%
2%	Of the students said they speak as often in English as in another language at home			I do writing that is not part of my work at school		38%	42%
				I do mathematics that is not part of my work at school		33%	50%

Overall Achievement (Grade 3)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4
All students		31%	35%	44%
		32%	36%	46%
Girls		44%	32%	44%
		44%	32%	46%
Boys		20%	37%	43%
		21%	39%	46%
ESL students		17%	33%	
		20%	40%	
Non ESL students		33%	35%	
		33%	35%	
Receiving Special Education support		14%	21%	29%
		17%	25%	36%
Not Receiving Special Education support		37%	39%	49%
		37%	39%	49%

French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported
 Mailed 1 (shaded line) includes students who were exempted and students for whom no data were collected

PRINCE OF WALES SCHOOL – EQAO SUMMARY – GRADE 6

School Address: 40 Lottridge Street
Hamilton, ON L8L 6T9
Telephone: (905) 544-3379
Fax No. (905) 544-2800

Principal: Dave Repchuck
Grade Levels: JK to 8
Enrollment: 730 students

Prince of Wales School has been educating the students in the center of Hamilton for 77 years. The school population of 730 is highly transient with hundreds of students transferring in and/or out during the school year. Prince of Wales is located in a lower social-economic community with a very diverse culture. There are over 30 distinct languages spoken in the community with the four largest languages being English, Chinese, Vietnamese and Cambodian. Over 100 of the students are E.S.L.

A Learning Center Model is used for both E.S.L., Special Education regular class, and "at risk" students with withdrawal support as the main delivery model. The school has one Intermediate Comprehensive Special Education Class. Meeting the individual academic, social and emotional needs of each student is the school's primary goal and greatest challenge.

Our School Plan priorities include: Ontario Curriculum K to 8, Assessment and Evaluation and Safe Schools. The implementation of the Second Step Social Skills Program has helped staff and students with strategies for problem solving. Students are learning to solve their problems in a non-violent manner.

School Council's direction for the year is to improve the image of the school. The Council provided input into the new Code of Conduct, which was introduced. Parents are encouraged to become more actively involved in their child's school and participate in all events. Prince of Wales School Staff have worked to promote the school and provide opportunities for parental involvement.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

This is the base line for the grade six EQAO assessment and from here we wish to increase our levels of achievement. Writing was the most successful area with 29% achieving at Level 3 and 4. The boys and girls attitudes were similar including that they did not like the activity as much as they felt they were capable. Reading was less successful with 25% achieving at Level 3 and 4. Half as many boys as girls scored at this level which is reflected in their attitudes. Boys felt considerably less able and interested in reading than girls. Math was the least successful area with 18% achieving at Level 3 and 4. Boys and girls attitude to liking the subject and ability were similarly low. The girls outscored the boys in reading and writing whereas the boys were slightly ahead of the girls in math.

The junior division staff will analyze the results of the testing particularly the work of students achieving the Level 2 standard and determine the interventions that are necessary in order to improve performance. Particular attention will be paid to Mathematics in which a significant number scored Level 1. In reading, language conventions (spelling, grammar and punctuation) and organization of ideas need development.

The results at the grade six level were undoubtedly affected by the inclusion of many students who received Special Education support (36%) and students for whom English is not the first language but who no longer qualify for ESL support.

School staff will meet and discuss the results and develop an Action Plan for February, 2000. School Council will have an opportunity to discuss the plan and offer further suggestions. The plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan, we will continue to implement all areas of the Ontario Language and Math curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6) (percent saying yes)		Girls	Boys
3	Classes with Grade 6 Students	I like to read		59%	40%
85	Grade 6 students	I am a good reader.		52%	26%
0%	In English as a Second Language Program (ESL)	I like to write		44%	37%
6%	Exempted in all three subjects	I am a good writer		52%	51%
36%	Receiving Special Education support	I like mathematics.		44%	51%
55%	Boys	I am good at mathematics.		30%	34%
44%	Girls	I do reading that is not part of my work at school		48%	29%
1%	Gender not specified	I do writing that is not part of my work at school		59%	43%
8%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		52%	49%
8%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 6) (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4	
All students		25%	29%	18%	
		27%	32%	19%	
Girls		35%	32%	14%	
		38%	35%	15%	
Boys		17%	26%	21%	
		18%	27%	23%	
ESL students					
Non ESL students					
Receiving Special Education support		3%	13%	10%	
		4%	15%	12%	
Not Receiving Special Education support		37%	39%	22%	
		38%	40%	23%	

SCHOOL REPORT - PRINCE PHILIP SCHOOL
GRADE 3 ASSESSMENT of READING,
WRITING and MATHEMATICS - 1999

Prince Philip Public School

School Address: 125 Rifle Range Road , Hamilton

Grade Levels: J.K. - Grade 5

School Phone: (905) 527-6512

School Fax: (905) 527-3382

The Hamilton Wentworth District School Board: (905) 527-5092

Principal: Ms R. A. MacFarlane

Enrollment: 292 (October, 1999)

Prince Philip School Profile

Prince Philip Public School is located in the west end of the lower city. The school was built in 1952 with additions made in 1961. The school serves 292 students from many different language groups. The demographics in our community have changed over the past 3 years. Currently we have 20 E.S.L. students. Some of the Prince Philip parents attended this school as children. The community is very involved in the school with an active School Council, Home and School Association and over forty volunteers. All Special Education students are in regular class placements with integration into the Learning Resource Centre which services over fifty students.

The school shares space with a First Base program and abuts Alexander Community Park, sharing recreational equipment. Community groups use meeting spaces and have become partners with Prince Philip School through evening meetings, workshops and special events.

School priorities in the last few years have included a focus on *Safe Schools* (Discipline Code, School-wide Social Skills Program, Peer Mediation), *Literacy* (Open Court, Cornerstones, Connections new Spelling programs), *Healthy Snack Program* - fruit and vegetables for all students, *Computers* (Pentium 133 lab), *Curriculum* (new Science & Technology, Mathematics (Quest 2000), Health, Social Studies, The Arts, the new Filemaker Pro 4.1 Relational report card) and *Communication* (newsletters, updates, parent representation). The staff and community value and support all these initiatives.

Prince Philip School enjoys healthy partnerships with the School Council, the Home and School Association and parent membership on all school Action Teams. A proactive Mission statement provides the impetus to achieve our common goals. Parents also serve as volunteers and assist at many functions where their input, expertise and support is invaluable.

We are a community that believes in the challenge of continuous school improvement which, in turn, leads to gains in student achievement. We believe in a strong interdependence among students, staff and the community, shared responsibility and collective commitment to improvement. At Prince Philip School, we have created a culture which acknowledges a productive work environment that celebrates, values and respects individuals.

At Prince Philip School our results show a school performance improvement in Mathematics. The percentage of students performing at level 3 and above in Reading was 30%, in Writing, 38% and in Mathematics 40%. Reasons and solutions for these results will be analyzed. An Action plan to address these concerns will be implemented by the Curriculum Action Team.

It is important to note that 18% of the Grade three students are in English as Second Language Programs; and 38% of the Grade three students were receiving special education support. While 55% of the boys felt they were good at Writing, 73% felt they were good in Mathematics. 64% of the boys felt they were good in Reading. Whereas 75% of the girls felt they were good at Reading, 50% felt they were good in Mathematics. 81% of the girls felt they were good in Writing. These results indicate that the attitudes of both boys and girls have improved towards a more positive perception of their knowledge and skills.

In comparing Prince Philip School to all Hamilton Wentworth District schools, the overall scores at Reading in Levels 3 and 4 were 30% for Prince Philip and 43% for the Board, and in Writing Prince Philip was 38% and the Board was 51%. However, in Mathematics, Hamilton schools scored slightly higher (54% than Prince Philip (40%). It is important to note that overall scores improved in Mathematics.

The staff plan to meet after school to discuss these results and their implications for programs and instruction at Prince Philip School. An EQAO Action Plan has been reviewed and a new plan is currently being developed. The plan will be shared and discussed with the School Council and our community. Emphasis and direction will be determined through our EQAO Action Plan. The Action Plan will include specific recommendations to be implemented during the 1999-2000 school year, with a review of progress during November, 2000.

Demographics (Grade 3)		Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Attitudes (Grade 3) (percent saying yes)		Girls	Boys
2	Classes with Grade 3 Students			I like to read		98%	73%
40	Grade 3 students			I am a good reader		75%	64%
18%	In English as a Second Language Program (ESL)			I like to write		88%	59%
12%	Exempted in all three subjects			I am a good writer		81%	55%
38%	Receiving Special Education support			I like mathematics		62%	73%
60%	Boys	40%	Girls	I am good at mathematics		50%	73%
		0%	Gender not specified	I do reading that is not part of my work at school		69%	77%
11%	Of the students said they speak only or mostly in another language at home			I do writing that is not part of my work at school		38%	45%
5%	Of the students said they speak as often in English as in another language at home			I do mathematics that is not part of my work at school		38%	32%

Overall Achievement (Grade 3) (percent at performance level)		Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students		30%	38%	40%
Girls		35%	43%	46%
Boys		25%	29%	38%
ESL students		33%	37%	47%
Non ESL students				
Receiving Special Education support		0%	13%	7%
Not Receiving Special Education support		48%	52%	60%
		50%	54%	62%

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

**EQAO
SCHOOL REPORT
GRADES 3 and 6 ASSESSMENT of READING, WRITING and MATHEMATICS**

**Queen Mary Public School
1292 Cannon Street East
Hamilton, ON
L8H 1V6**

Principal: L. Millen

Phone: 547-0321 Fax: 547-0759
Hamilton-Wentworth District School
Board: 527-5092

Enrolment: 701

School Profile

Queen Mary is located in the Crown Point community of Hamilton. The location area for the purpose of this report is identified as the "extended north end". It is primarily an industrialized area with steel mills, innumerable industries, factories and warehouses. The community has historically occupied a unique position in the total urban development of greater Hamilton. Two distinct groups of residents are presently visible; those who have resided there for years, many of whom own their own homes and a large group of low income residents who have chosen this area due to low cost rental housing.

The high risk groups are identified by existing health, educational, housing and social agencies as requiring considerable assistance, often in excess of the available resources. It is also these same groups who are highly represented in the population of childbearing age. These families often require social assistance in providing care to their young families, in order to insure optimal growth.

Disadvantaged children at Queen Mary are a major concern because of their numbers and the complexity of their needs. The community in almost all cases exceeds both the city of Hamilton and the Provincial averages for high risk indicators. Characteristics associated with risk to children are identified by the Ontario Child Health Study.

The residential profile indicated those living in the "extended north end" have attained lower levels of education. A large portion of adults have less than a grade nine education (30%) compared to the city average of (18%) and the Provincial average of (14.6%). Only 3.7% have a University degree compared to the city average of 7.1% (Stats Can). The "extended north end" is an area of low cost housing. There are approximately twenty three hundred subsidized housing units which represent 23% of the total subsidized housing units in the entire city of Hamilton. The general Welfare assistance utilization rate for the "extended north end" surpassed the rate calculated for the city of Hamilton 21.85 per 1,000 population. It is therefore not surprising that our students are referred more often than other children living in Hamilton to the Children's Aid Societies, Children's Mental Health Centres, Residential Treatment Centres and Psychological Services. A study conducted by The Hamilton Wentworth Children's Aid Society revealed that the place of residence of 80% of the intakes was located in the "extended north end".

The Hamilton Wentworth Board of Education previously known as the Hamilton Board of Education has long recognized that our city has a high number of disadvantaged children; for example 11.08% of all children are supported by F.B.A. payments and 15,760 families live in poverty. Most of these families are concentrated in the inner city. The Hamilton Board of Education responded to the needs of these families by identifying schools in this area as needing compensatory education. A study by the Board identified a lack of recreation and family support services in the neighbourhood, which has a serious and profound impact on our children's behaviour. The Board has tried to meet these needs in various ways.

The new Queen Mary school was built in 1995 and has a total school enrolment of 701 students with a high concentration of N S L students. Enrolment by division is: Primary (JK. to three) 301, Junior (four to five) 124, middle school (six to eight) 236, plus 46 special education students. The self contained special education students come from within our boundaries as well as from the system. Their needs are met through Multiple, Orthopaedic, M.L.D., Junior and Intermediate L.D. classes. The total staff complement is 76. Unique in this complement are 16 Educational Assistants, a .5 Guidance Counsellor, Computer teacher, 2.5 Learning Resource teachers and a number of specialist teachers. We have accessed placement of a high number of our students in group homes, foster homes, shelters and treatment facilities. The turnover with the student body is 72.74%. There are 32 Mentors and a community police officer who offer crucial support to Queen Mary students and their families. Projections show a growing student population in the next three years. The Board of Education for the City of Hamilton now referred to as the Hamilton Wentworth District School Board has recognized for thirty years that children in this community need additional material and human resources to be in a position to be ready to learn.

120
QUEEN MARY GRADE 3 EQAO SUMMARY 1998/99

	LEVEL 2			LEVEL 3			LEVEL 4		
	Q. M.	Q. M.	System	Q. M.	Q. M.	System	Q. M.	Q. M.	System
	97 / 98	98 / 99	98 / 99	97 / 98	98 / 99	98 / 99	97 / 98	98 / 99	98 / 99
READING	45%	58%	38%	29%	22%	42%	0%	0%	4%
WRITING	45%	49%	42%	30%	49%	49%	2%	0%	6%
MATHEMATICS	44%	55%	34%	30%	27%	48%	0%	0%	8%

READING:

74 % of the Grade 3 Q. M. students in 97 / 98 were approaching or at the standard.

80 % of the Grade 3 Q. M. students in 98 / 99 were approaching or at the standard.

84 % of the Grade 3 HWDSB students in 98 / 99 were approaching or at standard.

WRITING:

77 % of the Grade 3 Q. M. students in 97 / 98 were approaching or at the standard.

98 % of the Grade 3 Q. M. students in 98 / 99 were approaching or at the standard.

97 % of the Grade 3 HWDSB students in 98 / 99 were approaching or at standard.

MATHEMATICS:

74 % of the Grade 3 Q. M. students in 97 / 98 were approaching or at the standard.

82 % of the Grade 3 Q. M. students in 98 / 99 were approaching or at the standard.

90 % of the Grade 3 HWDSB students in 98 / 99 were approaching or at standard.

QUEEN MARY GRADE 6 EQAO SUMMARY 1998/99

	LEVEL 2		LEVEL 3		LEVEL 4	
	Q. M.	System	Q. M.	System	Q. M.	System
	98 / 99	98 / 99	98 / 99	98 / 99	98 / 99	98 / 99
READING	53%	39%	28%	37%	1%	7%
WRITING	48%	41%	34%	36%	0%	9%
MATHEMATICS	40%	40%	26%	29%	2%	8%

READING:

82 % of the Grade 6 Q. M. students in 98 / 99 were approaching or at the standard.

83 % of the Grade 6 HWDSB students in 98 / 99 were approaching or at standard.

WRITING:

82 % of the Grade 6 Q. M. students in 98 / 99 were approaching or at the standard.

86 % of the Grade 6 HWDSB students in 98 / 99 were approaching or at standard.

MATHEMATICS:

68 % of the Grade 6 Q. M. students in 98 / 99 were approaching or at the standard.

77 % of the Grade 6 HWDSB students in 98 / 99 were approaching or at standard.

SCHOOL RESPONSE and INTENT for ACTION

Several factors play a significant role in the results for Queen Mary School. The student mobility rate is 72%. Special education students from within the community itself and the system as a whole comprise 50% of our population. Twenty five percent of the community is characterized as low income, one parent families and adults with less than grade nine education.

Last year's percentages included level 2 and above. This years results address level 3 and above. This is quite problematic in terms of doing a comparison for the purpose of seeing improvement and planning accordingly. Queen Mary has included level 2 percentages to present a fair and equitable picture of our students and their performance. To do so shows a significant improvement in terms of performance from 97-98 to 98-99 within Queen Mary School. Presenting only levels 3 and 4 to our community negates the growth our students have made as they approach standard.

Our performance indicates that we have supported our level 1 students well enough to see significant movement from level 1 performance to level 2. We also recognize that some moved from level 3 to level 2. We do have concerns with validity regarding Writing as the boys in grade three moved from 21% in overall achievement in levels 3 and 4 to 50%. We have a similar concern regarding the overall performance in Writing as that percentage improved from 30% to 48%. The drop in Mathematics for girls, 38% to 26% in levels 3 and 4, is of great concern.

An in depth analysis will follow but our first impression is that although Queen Mary students are not heavily represented in levels 3 and 4, we are very pleased with the overall improvement in our students ability to approach standard. As a JK to 8 school we will be looking at the links between the grade 3 and 6 results to use in our action plans.

Queen Mary School (insert after Queen Mary School Summary Report)

Grade 3 and Grade 6 Assessments of Reading and Mathematics: 1998-1999

Demographics (Grade 3)

2	Classes with Grade 3 Students
52	Grade 3 students
4%	In English as a Second Language Program (ESL)
2%	Exempted in all three subjects
37%	Receiving Special Education support
46%	Boys
54%	Girls
0%	Gender not specified
4%	Of the students said they speak only or mostly in another language at home
8%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	74%	52%
I am a good reader	56%	67%
I like to write	67%	54%
I am a good writer	63%	50%
I like mathematics	56%	62%
I am good at mathematics	59%	71%
I do reading that is not part of my work at school	59%	42%
I do writing that is not part of my work at school	48%	33%
I do mathematics that is not part of my work at school	59%	29%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	21%	48%	27%
	22%	49%	27%
Girls	21%	46%	25%
	22%	48%	26%
Boys	21%	50%	29%
	22%	50%	29%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	5%	37%	5%
	6%	39%	6%
Not Receiving Special Education support	30%	55%	39%
	30%	55%	39%

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Grade 3 and Grade 6 Assessments of Reading and Mathematics: 1998-1999

Demographics (Grade 6)

3	Classes with Grade 6 Students
85	Grade 6 students
0%	In English as a Second Language Program (ESL)
1%	Exempted in all three subjects
26%	Receiving Special Education support
44%	Boys
56%	Girls
0%	Gender not specified
2%	Of the students said they speak only or mostly in another language at home
4%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read.	62%	56%
I am a good reader	58%	72%
I like to write.	67%	50%
I am a good writer	48%	50%
I like mathematics.	25%	56%
I am good at mathematics.	23%	50%
I do reading that is not part of my work at school	44%	25%
I do writing that is not part of my work at school	52%	39%
I do mathematics that is not part of my work at school	19%	31%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	27%	33%	27%
	29%	34%	28%
Girls	29%	40%	19%
	32%	40%	20%
Boys	24%	24%	38%
	26%	25%	39%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	9%	0%	14%
	11%	0%	15%
Not Receiving Special Education support	33%	44%	32%
	35%	45%	33%

SCHOOL REPORT
GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS
November 1999

QUEEN VICTORIA ELEMENTARY SCHOOL

201 Walnut Street South
Hamilton, Ontario, L8M 2N2
Phone: 905-522-9347
Fax: 905- 522-7245

Principal: Ms L. Tindall
Grade levels: JK – 5
Enrolment: 288

Profile of Queen Victoria School – 1999

Queen Victoria Public School is located downtown east of St. Joseph's Hospital at the foot of the escarpment. The present school is the second in Hamilton by that name. The first, which was nearby on Hunter St. The present school opened in 1965.

The school serves over 288 students in Junior Kindergarten to Grade 5 from 28 different language groups. ESL pupils represent 37% of the student population. No one-language group predominates: our students come from the four corners of the world. Our special education program includes a Learning Resource Teacher, and a junior Behaviour Exceptionality class.

The school is kitty-corner to a large empty lot that the city is developing into a new community park. Students have been involved in the design of this new community facility, which we hope will be completed this year.

This is our third year of partnership with the Downtown YMCA. Through them we are able to offer after school swimming and soccer programs for the students two days a week. Again this year some of our students will be included in the YMCAs Breakfast with Santa. During the school day the Y also run noon hour clubs.

The Church of the Ascension, at the corner of John and Charlton Street has for the past six years operated a Breakfast Club for children and adults. Many of our students benefit from this unique community resource.

Queen Victoria School has an enthusiastic School Council. Parents assist on committees, as classroom volunteers, fundraisers, trip escorts and Head Check Team. Some parents also run noon hour clubs. All their assistance and support is invaluable.

Students have opportunities to participate in a variety of activities to support and enrich them in their school life. Our Peer Mediation program is in its' third year. There are spring and fall Playdays, sports and games throughout the school year, including a ribbon-winning swim team and a newly formed cross country team. Jump Rope for Heart is our main activity for charity each spring.

School Response and Plan for Action

The number of students performing at level 3 and 4 in reading (33%), writing (29%) and math (38%) is an encouraging improvement compared to last year's results (16%, 16%, 11%). The size of the test group was smaller this year, as was the number of exceptional students. The percentages of ESL students remained the same.

Boys and girls were equally represented and both showed improvement in all tested areas. Both girls and boys expressed positive attitudes towards reading, writing and math. As might be

predicted girls indicated that they read and write beyond what are required in school much more than boys. Neither group showed an interest in doing mathematics that is not part of their schoolwork.

Last year the large percentage of students who did not provide sufficient information in the testing booklets to be scored was a major concern. This year it was 5% or less in all categories, except Number Sense and Numeration where it was 10%.

Further analysis is required to identify the specific reasons for the improvement and to build on these successes. Staff will meet into January to examine and discuss the results in greater depth and to plan for improvement. The improvement plan will be developed by February 1, 2000. School Council members will be asked for input.

Parents are invited to discuss the testing, individual and school results with staff and the principal and to participate in the improvement plan.

Queen Victoria School (insert after Queen Victoria School Summary Report)**Demographics (Grade 3)**

2	Classes with Grade 3 Students		
21	Grade 3 students		
14%	In English as a Second Language Program (ESL)		
5%	Exempted in all three subjects		
24%	Receiving Special Education support		
48%	Boys	48%	Girls
		5%	Gender not specified
25%	Of the students said they speak only or mostly in another language at home		
0%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 3)

(percent saying yes)

	<u>Girls</u>	<u>Boys</u>
I like to read.	78%	70%
I am a good reader.	78%	50%
I like to write.	78%	50%
I am a good writer.	56%	50%
I like mathematics.	89%	90%
I am good at mathematics.	56%	60%
I do reading that is not part of my work at school.	78%	40%
I do writing that is not part of my work at school.	56%	20%
I do mathematics that is not part of my work at school.	33%	20%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	33% 37%	29% 33%	38% 40%
Girls	30% 33%	30% 33%	30% 33%
Boys	40% 44%	30% 38%	50% 50%
ESL students			
Non ESL students			
Receiving Special Education support			
Not Receiving Special Education support			
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.			

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

QUEEN'S RANGERS SCHOOL

Address:	1886 Governor's Road	Principal:	Mr. Barry L. Morlog
	Copetown, Ontario LOR 1J0	Grade Levels:	JK -8
Telephone:	(905) 627-7822	Enrolment:	220 students
Fax Number:	(905) 627-9539	Families:	172

Queen's Rangers school is located on a 7.4 acre site in the village of Copetown just east of the intersection of Governor's Road (Regional Road #99) and Highway #52. It was constructed in 1958 and its catchment area covers the area south of Highways 5 and 8, west of Middletown Road, Pirie Drive in Dundas, Sulphur Springs Road and Shaver Road in Ancaster. Its southern border follows Highway #2 west to Alberton Road. The remaining part of the catchment area is east of Kitchen and Woodhill Roads.

Currently the school has eight classrooms, a large JK/SK class, gymnasium, library, computer lab and portable.

Besides a strong academic program the school has initiated a Learning Centre/Resource Room to assist students. Queen's Rangers attempts to provide a well rounded education by providing many clubs, intramural and interscholastic sports and music programs. Involvement in the Hamilton Wentworth Strings Program started this year along with the formation of a Ukelele Club. The staff has organized Multi-Intelligence Day, Christmas Carol sings, Spring Concerts and Carnivals along with many school wide events. The staff has organized Ancaster Cluster soccer and volleyball tournaments along with the West County primary/junior track and field meet. The school has an active School Council, Parent/Teacher Organization, Student Council and any school event usually becomes a community event.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Last year's School Action Plan boosted grade three percentages of students in levels 3 and 4 from 38% to 69% in Reading; 65% to 75% in Writing and 58% to 81% in Mathematics. In their first attempt at E.Q.A.O. testing, the percentages of our grade six students achieving levels 3 or 4 were: 60% in Reading, 57% in Writing and 70% in Mathematics. Analysis of this year's results indicates we still require to address reading comprehension given that 3% of the grade three students scored level 4 and 10% of grade 6 students scored level 1. In writing, both divisions require attention in writing, specifically with organizing ideas and information logically in sentences and paragraphs and applying language conventions correctly. In Mathematics, both divisions need to address the difficulty in the interpretation of word problems (approximately 7% attained level 4 in both divisions). Critical reading skills permit students to select and apply the correct strategies and operations to find solutions. In addition, the primary division would like to improve numeration skills in students and geometry will have more attention in the junior division. Lastly, in the learning skills area, staff wish to improve self motivation and initiative in our students to make them more independent learners.

School Address: 200 Cranbrook Drive
Hamilton, Ontario L9C 4S9
School Phone: 387-3350
School Fax: 387-9188

Principal: Mrs. G. Pain
Grade Levels: J.K. – Grade 8
Enrolment: 596
Hamilton-Wentworth D.S.B.-
Information 527-5092, Ext. 2631

SCHOOL PROFILE

R.A.Riddell Public School is located in the West Mountain area of Hamilton. The school serves 600 students from approximately 30 different language groups. Many of our families share a Middle or Far Eastern heritage. Special Education programs include a Learning Centre, a Mild Intellectual Disability Class and support in the regular classroom. There is a strong emphasis on integration of special needs students – both behaviourally and academically.

R.A.Riddell school property abuts that of St.Catherine of Sienna Separate Elementary School and Gilkson Community Park. Several community groups regularly use meeting space, the park and both of our gyms for community events. The YMCA First Base program operates a before and after school program as well. In addition we work co-operatively with Seven Towers Non-Profit Family Day Care.

The focus of our School Plan at the Primary/Junior level has been in both the mathematics and language area. This is continuing as we implement the Ontario Curriculum. Assessment and Evaluation with an emphasis on development of rubrics in the junior division will be a priority this year. In addition, Open Court Reading program has been implemented this September in Senior Kindergarten. This consolidates the Language program from K. - Grade 3. Our School Plan will also focus on the development of writing skills thereby aiming to support and enhance a positive attitude with regard to personal response in writing.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN GRADE THREE ASSESSMENT

Our school data indicates that the number of students performing at Level 2 or better are as follows:

- **Reading 88% (Level 3 or better- 38%)**
- **Writing 95% (Level 3 or better-57%)**
- **Mathematics 83% (Level 3 or better- 40%)**

Seventeen (17%) of our students receive Special Education programming. We recognize that home and school partnerships are essential in the promotion of learning for all our students. Results from the home questionnaire indicate that daily reading to children occurs with 17% of our parents. We continue to encourage daily reading through the use of Open Court reading material sent home and additional reading material from the library or classroom. Nineteen (19%) of parents are actively involved with the school, while 81% are somewhat involved to not involved at all. Our direction will continue to be encouraging parents to be actively involved with their child's progress as well as an emphasis on teacher in-service supporting the Ontario Curriculum. Results will be shared with the full Staff and our School Council.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)			Attitudes (Grade 3)		Girls	Boys
			percent saying yes)			
3	Classes with Grade 3 Students		I like to read		79%	78%
42	Grade 3 students		I am a good reader		79%	78%
0%	In English as a Second Language Program (ESL)		I like to write		63%	48%
0%	Exempted in all three subjects		I am a good writer		74%	70%
17%	Receiving Special Education support		I like mathematics		53%	74%
55%	Boys	45% Girls	I am good at mathematics		37%	61%
2%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school		58%	35%
14%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school		53%	48%
			I do mathematics that is not part of my work at school		26%	48%

Overall Achievement (Grade 3)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4
All students		38%	57%	40%
Girls		63%	74%	53%
Boys		17%	43%	30%
ESL students				
Non ESL students				
Receiving Special Education support		0%	14%	0%
Not Receiving Special Education support		46%	66%	49%

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1: shaded cell includes students who were exempted and students for whom no data were collected

Method 2: excludes students who were exempted > 3 students who did not complete any work during the assessment (no Data)

R.A.RIDDELL SCHOOL**E.Q.A.O. 98-99**

School Address: 200 Cranbrook Drive
Hamilton, Ontario L9C 4S9
School Phone: 387-3350
School Fax: 387-9188

Principal: Mrs. G. Pain
Grade Levels: J.K. – Grade 8
Enrolment: 596
Hamilton-Wentworth D.S.B.-
Information 527-5092, Ext. 2631

SCHOOL PROFILE

R.A.Riddell Public School is located in the West Mountain area of Hamilton. The school serves 600 students from approximately 30 different language groups. Many of our families share a Middle or Far Eastern heritage. Special Education programs include a Learning Centre, a Mild Intellectual Disability Class and support in the regular classroom. There is a strong emphasis on integration of special needs students – both behaviourally and academically.

R.A.Riddell school property abuts that of St.Catherine of Sienna Separate Elementary School and Gilkson Community Park. Several community groups regularly use meeting space, the park and both of our gyms for community events. The YMCA First Base program operates a before and after school program as well. In addition we work co-operatively with Seven Towers Non-Profit Family Day Care.

The focus of our School Plan at the Middle School level has been in both the mathematics and language area. This is continuing as we implement the Ontario Curriculum. Assessment and Evaluation with an emphasis on development of rubrics will be a priority this year. In addition we will continue to develop the skill of journaling throughout the curriculum.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN GRADE SIX ASSESSMENT

Keeping in mind that this was the first year of Grade Six testing, our school data indicates that the number of students performing at Level 2 or better are as follows: Reading 73% (Level 3 or better – 26%)
Writing 76% (Level 3 or better – 36%)
Mathematics 69% (Level 3 or better – 20%)

Twenty-two (22%) of our students receive Special Education programming. The majority of Middle School parents who responded through the home questionnaire indicate that help at home is provided in the range of a few times a week to a few times a month. Forty-two (42%) of parents are somewhat involved with school, while 45% are not involved. Our direction will continue to be encouraging parents to be actively involved with their child's progress as well as an emphasis on teacher in-service supporting the Ontario Curriculum. Results will be shared with the full Staff and our School Council.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)**Attitudes (Grade 6)****Girls Boys**

(percent saying yes)

3	Classes with Grade 6 Students
90	Grade 6 students
0%	In English as a Second Language Program (ESL)
4%	Exempted in all three subjects
22%	Receiving Special Education support
54%	Boys 46% Girls 0% Gender not specified
3%	Of the students said they speak only or mostly in another language at home
1%	Of the students said they speak as often in English as in another language at home

I like to read	56%	44%
I am a good reader	67%	54%
I like to write	49%	33%
I am a good writer	44%	40%
I like mathematics	54%	48%
I am good at mathematics	41%	44%
I do reading that is not part of my work at school	56%	44%
I do writing that is not part of my work at school	44%	27%
I do mathematics that is not part of my work at school	26%	23%

Overall Achievement (Grade 6)

(percent at performance level)

Reading

Levels 3,4

Writing

Levels 3,4

Mathematics

Levels 3,4

All students	24%	33%	20%
	26%	36%	21%
Girls	32%	44%	32%
	33%	46%	33%
Boys	18%	24%	10%
	20%	27%	11%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	0%	10%	0%
	0%	14%	0%
Not Receiving Special Education support	31%	40%	26%
	31%	40%	26%

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

Address: 20 Lake Avenue South
Stoney Creek, Ontario
L8G 1P3
Telephone: (905) 662-8425
Fax: (904) 662-8210

R. L. HYSLOP ELEMENTARY SCHOOL

Principal:
Vice-Principal:
Grade Levels:
Enrolment:
HWDSB Information:

Deb Chabot
Klara Owen
JK - 6
319 students
(905) 527-5092 Ext. 2414

Background Information

R. L. Hyslop School is located at the bottom of the escarpment in a very picturesque setting. The original building was constructed in 1880 with additions built in 1914, 1942 and 1943. This building was demolished and a new school was constructed and opened in 1966. At present, the school serves 319 students from Junior Kindergarten to Grade 6. R. L. Hyslop has strong ties to its community of parents and business members. The School Council, Parents' Association and School Administration are the link between the school and its partners.

Grade 3, 1998-1999

Demographics (Grade 3)	Attitudes (Grade 3) (percent saying yes)	Girls	Boys
2 Classes with Grade 3 Students	I like to read.	76%	65%
49 Grade 3 students	I am a good reader.	71%	75%
18% In English as a Second Language Program (ESL)	I like to write.	76%	65%
16% Exempted in all three subjects	I am a good writer.	53%	45%
14% Receiving Special Education support	I like mathematics.	59%	60%
53% Boys 45% Girls 2% Gender not specified	I am good at mathematics.	53%	40%
8% Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school.	41%	45%
21% Of the students said they speak as often in English as in another language	I do writing that is not part of my work at school.	41%	45%
	I do mathematics that is not part of my work at school.	18%	20%

Overall Achievement (Grade 3) (percent at performance level)	Reading Levels 3, 4	Writing Levels 3, 4	Mathematics Levels 3, 4
All students	39% 48%	53% 65%	61% 75%
Girls	41% 43%	64% 67%	68% 71%
Boys	35% 50%	42% 61%	58% 83%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (ie., No Data).

R. L. Hyslop School Response and Intent for Action Plan Primary Division 1999-2000

In response to the EQAO results from 1997 to the spring of 1999 the primary staff of R. L. Hyslop formulated a comprehensive Literacy Plan (Reading, Writing, Listening and Speaking).

Literacy:

Phase 1: To improve writing construction skills and spelling skills.

Results for All Students: 1998 - 1999 of 65% overall level of achievement in writing level 3, 4 surpasses the Provincial results of 51% overall achievement level in writing.

Phase 2: 1999-2000: To improve reading skills the primary staff invested the funds from the Early Learning Grant into a highly structured phonics based program that includes exemplary children's literature.

Indicators of Success: ie. Improved reading and writing skills will be based upon the results of a pre-test in October of 1999 and a post-test in the spring of 2000 using the standardized assessment tool - The Canadian Test of Basic Skills (CTBS)

Mathematics

To Improve Mathematical Problem Solving and Numeracy Skills. The 1998 - 1999 overall achievement in level 3, 4 of 75% is above the Provincial result of 56%. Dedicated funds to improve teaching resources and student learning tools has created and maintained a school focus on improving Mathematical skills and interest for both boys and girls in the primary learning years.

Teacher Professional Development: School staff will continue to work together in their division to review and replenish consumable learning tools and using Train the Trainer Model encourage innovative and creative program delivery. Teachers participating in professional workshop opportunities will increase professional skills and confidence in the teaching of Mathematics.

Grade 6 Demographics and Overall Achievement (Grade 6) 1998 - 1999

Demographics (Grade 6)	Attitudes (Grade 6) (percent saying yes)	Girls	Boys
1 Classes with Grade 6 students	I like to read.	78%	-
32 Grade 6 students	I am a good reader.	78%	-
0% In English as a Second Language Program (ESL)	I like to write.	44%	-
0% Exempted in all three subjects	I am a good writer.	56%	-
19% Receiving Special Education support	I like mathematics.	67%	-
47% Boys 53% Girls 0% Gender not specified	I am good at mathematics.	56%	-
0% Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school.	67%	-
8% Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school.	44%	-
	I do mathematics that is not part of my work at school.	22%	-

Overall Achievement (Grade 6) (percent at performance level)	Reading Levels 3, 4	Writing Levels 3, 4	Mathematics Levels 3, 4
All students	62% 62%	62% 62%	41% 41%
Girls	59% 59%	59% 59%	47% 47%
Boys	67% 67%	67% 67%	33% 33%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	33% 33%	33% 33%	0% 0%
Not Receiving Special Education support	69% 69%	69% 69%	50% 50%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (ie., No Data).

RIT Hyslop School Response and Intent For Action Plan Junior Division 1999-2000

The Junior Staff will analyze the results of the testing, particularly the results of the students in Levels 2 and 3 in Reading, Writing and Mathematics. An Action Plan to improve skill levels in Mathematics and Language will be developed early in the next school term. The Plan will identify specific strategies to be continued and new teaching / learning strategies to be implemented. As the Action Plan is implemented continuous student assessment and evaluation and review of resources will assist in focusing upon the changes required to improve overall achievement levels. Indicators of Success: Formal and informal evaluation and assessment of student performance in Mathematics and Language. Tracking of results between January and June 2000.

Professional Development:

Identified staff are continuing to participate in Train the Trainer Inservice in those subject areas offered by the Board. Opportunities for in-school sharing of information and expertise between grades both formally and informally continues to be the focus this school year.

Address: 350 Albright Road
Hamilton, Ontario
Telephone: 561-9520

Principal: B. Haverty/E. Corcione
Grades: J.K. - 8
Enrollment: 574

Red Hill/ Bagshaw school is located in East Hamilton, bordering the Red Hill Valley. In September 1999 Red Hill School (JK-5) and Elizabeth Bagshaw School (6-8) were amalgamated into the Bagshaw site as a JK-8 school housing 574 students.

Our school population is drawn from a community diverse in socio-economic and cultural background. Census data reveals that the area contains many lower income families and the school has a large student turnover each year. Of the students involved in the assessment, several speak only another language at home (Gr. 3 - 20%, Gr. 6 - 10%) and receive support in an English as a Second Language Program (Gr. 3 - 13%, Gr. 6 - 12%). Ours is a school with many students with higher risks in terms of their learning resulting in their being exempt in all three subject areas of this assessment (Gr. 3 - 21%, Gr. 6 - 8%). There is a strong emphasis in our school on providing Special Education support to such students (Gr. 3 - 36%, Gr. 6 - 12%).

Our newly amalgamated School Council is a working partner in creating a positive school culture and learning environment for our students. Their efforts provide needed input into program development and they support a variety of activities within the school and for parents.

School Plan areas continue to focus on the implementation of the Ontario Curriculum, with a particular focus on developing the skills of assessment and evaluation. As well, our plan focuses on ways to develop a new culture and positive environment in the newly combined school.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Due to the high percentage of students in Grade three who are ESL and high-risk learners receiving special education support, we had a significant number of students exempt in all three subjects (21%). These students were guided through the tasks as a teaching/learning unit to enhance their skills. When we examine our scores without the inclusion of these students, we are encouraged by a small improvement in our scores from the previous year's assessment. Overall achievement in Writing at level three improved by 10% and in Mathematics by 19%. (Reading levels were unchanged).

Our scores do indicate that we still have much work to do to ensure that more of our students reach the Level Three provincial standard (Level 3, 4 - Reading 28%, Writing 42%, Math 33%). Percentages indicate that many of our students approach the standard scoring at Level Two (Reading 44%, Writing 58%, and Math 30%).

At the grade six level, results are quite similar, although a smaller percentage of Grade 6 students were exempt in all three subjects (8%) and fewer were noted as receiving special education (12%) or ESL support (12%). Results indicate that some students reached the Level three provincial standard (Reading 31%, Writing 30%, and Mathematics 25%). Many are approaching the standard at Level two. (Reading 45%, Writing 50%, and Mathematics 45%). Action Plans need to be developed to examine specific interventions and strategies needed to improve the performance.

Our school Assessment Committee will be examining the results of both grade levels in greater detail throughout the next month and will present a summary and recommendations both to staff and to School Council for their input.

Specific areas of weakness, the discrepancies of scores by gender, and attitudinal differences will be studied.

Program goals need to be developed and shared with all staff in strengthening our use of the Ontario curriculum and in preparing our students for this type of assessment. Individual student results will be analyzed and shared with students and their current teacher to make them aware of areas of strength and weaknesses. An Action Plan will be put in place by February, 2000 with specific implementation strategies for spring, 2000 and into the 2000/2001 school year.

Demographics (Grade 6)

4	Classes with Grade 6 Students
128	Grade 6 students
12%	In English as a Second Language Program (ESL)
8%	Exempted in all three subjects
12%	Receiving Special Education support
52% Boys	47% Girls
1%	Gender not specified
10%	Of the students said they speak only or mostly in another language at home
13%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read	62%	45%
I am a good reader	60%	63%
I like to write	71%	39%
I am a good writer	64%	39%
I like mathematics	53%	57%
I am good at mathematics	44%	59%
I do reading that is not part of my work at school	67%	27%
I do writing that is not part of my work at school	64%	37%
I do mathematics that is not part of my work at school	31%	35%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	28% 31%	27% 30%	23% 25%
Girls	33% 35%	40% 42%	27% 28%
Boys	22% 25%	15% 17%	21% 23%
ESL students	0% 0%	7% 10%	13% 20%
Non ESL students	32% 33%	30% 31%	25% 25%
Receiving Special Education support	7% 10%	7% 10%	7% 10%
Not Receiving Special Education support	31% 32%	30% 31%	26% 27%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 includes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Demographics (Grade 3)

3	Classes with Grade 3 Students
39	Grade 3 students
13%	In English as a Second Language Program (ESL)
21%	Exempted in all three subjects
36%	Receiving Special Education support
51% Boys	49% Girls
0%	Gender not specified
20%	Of the students said they speak only or mostly in another language at home
6%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	69%	65%
I am a good reader	50%	65%
I like to write	78%	71%
I am a good writer	61%	47%
I like mathematics	56%	53%
I am good at mathematics	44%	53%
I do reading that is not part of my work at school	66%	53%
I do writing that is not part of my work at school	28%	53%
I do mathematics that is not part of my work at school	33%	41%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	18% 28%	33% 42%	23% 33%
Girls	21% 33%	53% 67%	21% 31%
Boys	15% 23%	15% 19%	25% 36%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	7% 17%	0% 0%
Not Receiving Special Education support	-	48% 48%	36% 41%

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 includes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Richard Beasley School

Address: 80 Currie St,
Hamilton, Ontario L8T 3M9.
Telephone: (905)387-5655
Fax No: (905)387-4354

Principal: Mrs. L. O'Grady
Grade Levels: JK-5
Enrolment: 320 students
HWDSB: (905)527-5092 Ext.2414

Richard Beasley School is located in a well established, 30 year old, east mountain neighbourhood (between Upper Ottawa and Upper Gage; south of Mohawk Road). The school currently houses 320 students which is 103% capacity. We house one system Special Education class: a Junior Comprehension Communication Class. There is one portable class room on the property. Surrounding the school is a large park with playground equipment, baseball diamonds. Immediately behind us is Barton Secondary School.

The school's community is entirely a residential neighbourhood, dominated by single-family homes and townhousing. Approximately 14% of the population would be classified as "low income". This is consistent with trends across Hamilton. It is a community that is relatively stable with 8.4% of the population transferring in or out on a yearly basis.

The Richard Beasley School staff is committed to continuous improvement and on going professional development. Staff are attending the various system and in school inservices, working together to implement the New Curriculum. Our school continues to benefit from a positive, supportive partnership with our School Council.

Downsizing of learning resource school staff has had a significant impact on both the number of students that may be served, the amount of time provided to small groups and the increased need for classroom teachers to provide greater modifications.

School priorities in 1998-99 continued to focus on assessment of student writing (Go Writing), problem solving in mathematics and integration of information and technology across the curriculum. These will continue to be addressed. However, in aligning with the system focus our staff development this year is to implement the Expectation Based Assessment Planning and Evaluation Guide, Science and Technology and the Mathematics Curriculum -as modelled through the EQAO Assessment.

SCHOOL RESPONSE AND INTENT FOR ACTION

We are reviewing our results and are generally encouraged by these results because:

- individual results validate teacher assessment.
- all results (overall) are better than last year.
- that 60% of our students achieved Levels 3 and 4 in Math. (1998 results only 15%)

We will: -establish a school level EQAO Team as part of the overall School Plan to review the EQAO results, design an Action Plan to in-service all staff.

- focus on level 2 achievement scores for improvement in Mathematics, Writing (Boys) and greater home study/parent involvement to improve attitudes and skills.

Grade 3 and Grade 5 Assessments of Reading, Writing and Mathematics 1998-1999					
Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read	81%	71%	
40	Grade 3 students	I am a good reader	62%	24%	
0%	In English as a Second Language Program (ESL)	I like to write	57%	35%	
5%	Exempted in all three subjects	I am a good writer	43%	47%	
18%	Receiving Special Education support	I like mathematics	71%	88%	
48%	Boys 52% Girls 0% Gender not specified	I am good at mathematics	57%	71%	
13%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	57%	41%	
0%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	57%	47%	
		I do mathematics that is not part of my work at school	48%	53%	
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		50%	55%	60%	
		53%	58%	63%	
Girls		52%	81%	71%	
		52%	81%	71%	
Boys		47%	26%	47%	
		53%	29%	53%	
ESL students					
Non ESL students					
Receiving Special Education support		0%	0%	29%	
		0%	0%	40%	
Not Receiving Special Education support		61%	67%	67%	
		61%	67%	67%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Ridgemount Elementary School – 65 Hester St. Hamilton, Ontario L9A 2N3

Principal: Miss Lorrie Ann Wannamaker E mail: ridgemou@hwdsb.on.ca
 Telephone: 575-1535 Grade Levels: J.K. -5
 Fax Number: 575-8136 Enrolment: 274

Ridgemount Public School is located in the north-central part of the Hamilton Mountain, it is right beside the Mountain Arena (between Upper Wellington & Upper James – just north of Mohawk Road). Approximately 100 students – 37% of our population are bussed into the area. One of our school busses comes from the "Towercrest" development, which provides low rental housing for families in the surrounding area. We also accept students from townhouses off Upper Wellington, which are geared to income. An increase in mobility of students is noted – greater number of school moves noted by grade 3 and students moving in and out in the course of the year. The school services a broad and varied socio-economic base in terms of clients.

School priorities last year included:

Program. Assessment and Evaluation

Safe Schools

Review of Ridgemount Citizenship Code in line with the Boards Safe School Policy

Communication/ Public Relations

There is parent support attached to each one of our school plan initiatives. We have a small, but committed group of volunteers. Our school council is an active partner and holds monthly meetings to discuss school issues.

School Response

The school was pleased to note that the mathematics and reading scores were significantly improved from the previous year. Writing was slightly down but the reading score was above the provincial level.

Action Plan

Our school is continuing with the E.Q.A.O. action plan developed last year. The plan focuses on test taking, working independently and increasing involvement of parents. Our staff is meeting in November and December, 1999 to discuss the latest results and to develop our next action plan. We are continuing to implement the Ontario Curriculum for Math and Language. The results will be shared with the school council and in a newsletter home to the parents.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys		
		(percent saying yes)					
2	Classes with Grade 3 Students	I like to read.		68%	78%		
41	Grade 3 students	I am a good reader.		37%	72%		
15%	In English as a Second Language Program (ESL)	I like to write.		58%	83%		
7%	Exempted in all three subjects	I am a good writer		47%	78%		
24%	Receiving Special Education support	I like mathematics.		63%	78%		
49%	Boys	I am good at mathematics.		47%	61%		
51%	Girls	I do reading that is not part of my work at school		32%	44%		
0%	Gender not specified	I do writing that is not part of my work at school		26%	56%		
5%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		32%	44%		
5%	Of the students said they speak as often in English as in another language at home						
Overall Achievement (Grade 3)		Reading		Writing		Mathematics	
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4	
All students		49%		39%		44%	
		54%		43%		47%	
Girls		52%		24%		43%	
		55%		26%		45%	
Boys		45%		55%		45%	
		53%		61%		50%	
ESL students		-		33%		17%	
		-		40%		20%	
Non ESL students		-		40%		49%	
		-		44%		52%	
Receiving Special Education support		30%		0%		20%	
		50%		0%		29%	
Not Receiving Special Education support		55%		52%		52%	
		55%		52%		52%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Robert Land School Report

Grade 3 Assessment

1998-1999

School Address: 460 Wentworth Street North
 School Phone: (905) 527-1563
 School Fax: (905) 527-5212

Principal: Mr. Robert Russ
 Grade Levels: JK to 5
 Enrolment: 231 students

This lower city north-end school was built in 1915. It was named after the United Empire Loyalist General Robert Land. This is a school with very strong community connections. It is one of two schools in the Hamilton Wentworth District School Board that has a paid school community worker on staff. As well we have a social worker one day a week. Until very recently this was a full time position. Needs for this position remain the same or have increased.

As well, the school has formed very strong partnerships with several industries, local service groups, churches and charitable organizations. It is through their generous support of time and money that we are able to deliver a broad based and intensive nutrition program. Close to \$12,000 a year is donated by these school partners. Space does not permit the listing of all our sponsors but over 15 service clubs and industries are responsible for supporting this invaluable program.

This is a very proud and in many cases a really needy school community. A full spectrum of social-economic conditions exist in the community with many families experiencing economic hardships due to unemployment or low paying occupations. Economics often dictate that many of our parents work at more than one job in order to provide for their families.

Robert Land has a very strong School Council and a dedicated group of volunteers. They work very hard on behalf of the students and are viewed as an integral part of the school by the school staff. Communication between these groups and the school staff is open, honest and positive in nature.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Upon a very cursory first analysis we are cautiously optimistic. This optimism has been fueled by the improved results from last year in all three areas (writing, reading, mathematics). This is a very small sampling (32 students) and our school has a very high student population turnover of well over 100% each year. Both these factors have significant impact on our school results.

The school staff will meet to discuss these results and their meaning for programs and instruction at Robert Land School and develop an Action Plan. School Council will have an opportunity to provide input into this plan. This plan will identify both strategies that need to be continued, as well as new strategies that need to be implemented.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		50%	53%
32	Grade 3 students	I am a good reader		42%	53%
12%	In English as a Second Language Program (ESL)	I like to write		75%	79%
3%	Exempted in all three subjects	I am a good writer		67%	58%
41%	Receiving Special Education support	I like mathematics		67%	63%
59%	Boys 41% Girls 0% Gender not specified	I am good at mathematics		25%	32%
13%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school		42%	42%
10%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school		67%	53%
		I do mathematics that is not part of my work at school		42%	32%
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		22%	12%	16%	
Girls		24%	14%	16%	
Boys		8%	15%	23%	
ESL students		10%	20%	25%	
Non ESL students		32%	11%	11%	
Receiving Special Education support		0%	0%	8%	
Not Receiving Special Education support		0%	0%	8%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		37%	21%	21%	
		37%	21%	21%	

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

135

SCHOOL REPORT

GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

Rosedale Public School
1999

School Address: 25 Erindale Avenue
Hamilton, Ontario
School Phone: 549-4233
School Fax: 549-9390

Principal: Mrs. Janice Robertshaw
Grade Levels: JK-Grade 5
Enrolment: 245
Hamilton-Wentworth D.S.B.
527-5092, Ext. 2631

Rosedale School serves 246 students and is family oriented. Many of the parents also attended Rosedale as children. As parents, they have bought back into the area or purchased their parents' homes to ensure their children receive the same community schooling and upbringing as they did. Parents value and support their children's education with a strong Home and School Association and volunteer program.

Subsidized housing is increasing in the Rosedale community. There is a greater need for social work intervention at Rosedale and the part time social worker is well utilized.

Rosedale enjoys a healthy partnership with the School Council. The School Council is enthusiastic and committed to promoting excellence in education for the students at Rosedale.

School Council members, as part of their portfolios, are linked to all components of the School Plan. Their role involves giving input at committee meetings and reporting back to School Council. School Council is well informed around educational issues and is becoming more political and proactive in becoming an advocate for Rosedale School. Strong links have been established with Rosedale Community Council and Rosedale Business Association.

Our students are given the opportunity to experience a variety of activities to support them socially, emotionally and academically. Extra curricular activities include soccer, ukulele, and track and field. There are cross-graded group activities, spirit days and support for community charities.

A healthy active living program includes skating, swimming, hiking, "roll to school" (skateboards, bikes, roller blades) and healthy snack days.

We have enjoyed many outdoor excursions in environmental studies, play and fundraising in our neighbourhood and King's Forest.

The positive tone at Rosedale School can be attributed to the many positive incentive programs provided to recognize excellence in Rosedale students, staff, parents and volunteers.

Our Peace Maker Programme recognizes conflict is a natural process. Peace Makers seek to find peaceful solutions to problems. The Grade 5 students refine their own problem solving skills as they provide leadership for younger students. Other leadership opportunities for our Grade 5 students include morning announcers, lunchroom monitors and helpers for Junior and Senior Kindergarten equipment.

The Learning Centre is the hub of our school. It is organized to maximize student achievement. Ability groups in Reading are based on in-school testing. Student achievement will be measured through on going assessments.

Rosedale's School Action Plan Based on EQAO Results 1999

Rosedale's results will be shared with the School Plan Curriculum Committee, School Council, and Home and School. The School Plan Curriculum Committee has a parent representative from School council. As a team, we will review the data to determine an action plan.

An area of focus, as outlined in our School Plan, will be the writing process. The Learning Centre is designed to provide early intervention and support in reading, writing, and math. It services in excess of fifty students on a daily basis. The school is organized on a timetable of two weeks reading and one week intensive writing. The Learning Centre structure supports ability groups in reading at all grade levels.

Our grade three teachers will be proactive in teaching students the vocabulary and expectations of EQAO eg. problem solving, journaling, peer editing, and organizational skills. The grade three teachers are also networking with teachers at other schools to develop successful strategies.

We will review, evaluate and revise last year's action plan for EQAO.

Overall Achievement (Grade 3) (percent at performance level)	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	41% 42%	41% 42%	38% 38%
Girls	44% 44%	62% 62%	31% 31%
Boys	38% 40%	24% 25%	43% 43%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

1999 Grade 3 and Grade 6 E.Q.A.O. Summary
Rousseau Public School

Address: 103 McNiven Rd.
 Ancaster, Ontario L9G 3T7
 Telephone: (905) 648-6142

Principal: Bob Vardy
 Grade Levels: S.K. to Grade 6
 Enrolment: 319 students

The staff, students, and parents at Rousseau School have encouraged an active partnership with the entire school community. Constructed in 1958, the school is located in Ancaster near the south east corner of Mohawk and McNiven Roads. The school consists of a full gymnasium, library, resource room, computer lab, 10 classrooms, a kindergarten room, and 2 portables.

Our staff consists of 16 teachers, 1 principal, 1 secretary, 2 educational assistants, 1 custodian and 1 afternoon caretaker.

The school playground abuts a Community Park. Several community groups including T-Ball teams, dry land hockey, a first-base program, and basketball teams use both our playground and gymnasium after hours and in the evening.

The staff and a dedicated group of volunteers have offered a variety of extra-curricular events and activities including many sports, school teams, pizza and hot dog days, and the Y.M.C.A. S.A.C.C. Program. Other parent volunteers have worked with staff to provide the All-Star Reading program on a continuous basis. Our Student Council has organized a wide variety of spirit days and activities for our students. Many charitable organizations have been generously supported.

Our School Council has always put the children in the forefront of their decisions. They have made a positive impact on our entire school community. Improvements in our library computer lab, playground, as well as funding for school trips and school presentations have been the result of their hard work. A highlight last year included a visit by the Celtic Rathskallions. The annual Spring Fun Fair has generated great community spirit. It has been a great partnership with the School Council and one that has been enhanced by a very supportive school community.

In the last few years, school goals have centered around a Strategic Plan geared toward student improvement in literacy, numeracy, and technology.

SCHOOL PLAN

Our staff have been divided into three committees; Literacy and Numeracy, to analyze the E.Q.A.O. results, as well as a Computer team to develop plans for our Computer Lab.

In the past year all of our staff members have become more conversant with all aspects of the E.Q.A.O. testing process.

All of our scores have been put on spreadsheets to enable a quick, effective analysis of our results. Provincial results will be added when they are available. The various skill strands, attitudinal responses, and gender differences will be analyzed. Action plans will be geared toward improvements in student performance.

These plans will be shared with our School Council and our entire School Community (in newsletter form) prior to February 1, 2000.

Demographics (Grade 3)

2	Classes with Grade 3 Students		
49	Grade 3 students		
0%	In English as a Second Language Program (ESL)		
4%	Exempted in all three subjects		
2%	Receiving Special Education support		
45%	Boys	55%	Girls
0%	Of the students said they speak only or mostly in another language at home	0%	Gender not specified
4%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	85%	45%
I am a good reader.	81%	59%
I like to write.	59%	55%
I am a good writer.	67%	50%
I like mathematics.	44%	73%
I am good at mathematics.	41%	77%
I do reading that is not part of my work at school.	70%	27%
I do writing that is not part of my work at school.	70%	36%
I do mathematics that is not part of my work at school.	44%	64%

Overall Achievement (Grade 3)

(percent at performance level)

Reading

Levels 3,4

Writing

Levels 3,4

Mathematics

Levels 3,4

All students	69%	69%	78%
Girls	70%	78%	78%
Boys	68%	59%	77%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	-	-	-
Not Receiving Special Education support	-	-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	-	-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Demographics (Grade 6)

2	Classes with Grade 6 Students		
53	Grade 6 students		
0%	In English as a Second Language Program (ESL)		
0%	Exempted in all three subjects		
9%	Receiving Special Education support		
60%	Boys	40%	Girls
0%	Of the students said they speak only or mostly in another language at home	0%	Gender not specified
0%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read.	67%	56%
I am a good reader.	57%	62%
I like to write.	52%	50%
I am a good writer.	29%	47%
I like mathematics.	14%	50%
I am good at mathematics.	24%	56%
I do reading that is not part of my work at school.	67%	47%
I do writing that is not part of my work at school.	48%	44%
I do mathematics that is not part of my work at school.	33%	25%

Overall Achievement (Grade 6)

(percent at performance level)

Reading

Levels 3,4

Writing

Levels 3,4

Mathematics

Levels 3,4

All students	87%	74%	74%
Girls	100%	90%	81%
Boys	78%	62%	69%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	60%	40%	0%
Not Receiving Special Education support	90%	77%	81%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

ROXBOROUGH PARK PUBLIC SCHOOL

Address: 20 Reid Avenue North
Hamilton, Ontario L8H 6E1
Telephone: (905) 544-8821
Fax No.: (905) 544-1837

Principal: Mrs. M. Willett
Grade Levels: JK - 5
Enrollment: 380 students
HWDSB Information: (905) 527-5092, Ext. 2414

Roxborough Park School is a J.K. to Grade 5 school with 380 students. Eighty per cent of the children reside in geared to income housing. There is a high percentage of families living at or below the poverty line. We have a global community with an increasing population of E.S.L. students (22%). The community has a significant percent of single parent families with a majority being female head of the household. Attendance issues and the high mobility rate of the families continue to impact on academic performance. Homework and home practice of basic language and math skills is not possible for many of our families. According to the census data over 70% of the community have less than high school education. Only eleven home questionnaires were returned with 45% indicating they were "not very involved" with the school.

School priorities have addressed the need to focus on self-esteem through the school plan. A focus on social skills has dominated the school plan, with specific lessons targeting appropriate behaviours. We will continue with the initiatives: Keys of Living, Monthly Social Skills and Academic Awards Assemblies. We also have developed a program to emphasize good attendance and will continue to celebrate with the Attendance Incentive Program. A well developed nutrition program, managed by volunteers and students continues to be an important initiative at Roxborough Park School.

The social worker although significantly decreased in time plays a key role in supporting students and their families. She assists with the Big Brothers Mentor/Mentee program and encourages the S.T.A.R. (Skills Through Active Recreation) program, which provides after school activities at no charge for children in the community.

The staff continue to implement the Ontario Curriculum, attend in-services and A.Q. courses. Textbooks and materials purchased support the implementation of the Ontario Curriculum. The Writing to Read program at Kindergarten and Grade One continues to be a priority, with Writing Portfolios being implemented from Grade Two to Five.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The school results illustrate the success of the students in the area of Writing with 43% scoring at level 3 or 4. We are pleased with this result. The Mathematics score of 22% from 16% also indicates growth this year. Reading results continue to concern the staff and strategies to address this area will need to be discussed. However our students consistently reported 82% that they like to read.

This year we have as part of our school plan a committee to direct and give recommendations for Student Evaluation. The committee consist of primary, junior and learning centre staff as well as educational assistants. They will be examining these results and sharing with the full staff their ideas for student improvement. School Council will be informed of these plans.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

46	Classes with Grade 3 Students
22%	Grade 3 students
0%	In English as a Second Language Program (ESL)
28%	Exempted in all three subjects
52%	Receiving Special Education support
52%	Boys
48%	Girls
0%	Gender not specified
11%	Of the students said they speak only or mostly in another language at home
37%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	82%	71%
I am a good reader.	59%	58%
I like to write.	82%	88%
I am a good writer.	55%	54%
I like mathematics.	55%	62%
I am good at mathematics.	41%	58%
I do reading that is not part of my work at school.	64%	50%
I do writing that is not part of my work at school.	68%	71%
I do mathematics that is not part of my work at school.	55%	29%

Overall Achievement (Grade 3)

(percent at performance level)

Reading

Levels 3,4

Writing

Levels 3,4

Mathematics

Levels 3,4

All students	9%	43%	22%
Girls	14%	50%	27%
Boys	4%	38%	17%
ESL students	10%	40%	20%
Non ESL students	8%	44%	22%
Receiving Special Education support	0%	31%	8%
Not Receiving Special Education support	12%	48%	27%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.			

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

SCHOOL REPORT

GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

Ryckman's Corners Public School

School Address: 80 Springside Drive
Hamilton, Ontario (L8B 1M7)
School Phone: (905) 574-3060
School Fax: (905) 574-2696

Principal: Mr. K. Griffin
Grade Levels: J.K. - 5
Enrolment: 191 students
Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

School Profile

Ryckman's Corners School is located on Springside Drive just south of Rymal Road (Highway 53) and east of Upper James Street (Highway 6). The intersection of these two major roadways has long been called Ryckman's Corners. When Ryckman's Corners School was built in the early 50's it was to service the population of a small subdivision that had been developed in this predominately rural community. The original school, which opened in 1953, had four classrooms. An addition in 1960 of four additional classrooms and a small gymnasium/auditorium was necessary to accommodate a growing school enrolment of grades SK - 8 students. In June of 1984 Ryckman's Corners School was officially closed but was reopened September of 1988 as a primary/junior school. Enrolment has grown slowly to 191 students with the largest numbers in the JK/SK and primary division. The majority of students are bused to the school, with many coming from the west side of Rymal and the North side of Upper James Street. A new survey immediately to the west of the school continually adds students to the enrolment. These students are all within walking distance.

School priorities in the last few years have included a child-centred philosophy which puts children first, social skills (the implementation of the The Safe schools Policy), implementation of the Ontario Curriculum and Computers in the curriculum. The staff and community support a variety of co-curricular and extra-curricular activities including a comprehensive lunchtime sports program.

Ryckman's Corners School is enjoying an increased parent and community interest. The school council has had a significant increase in membership and parent attendance at weekly school assemblies is increasing. About 22 regular parent volunteers work in the classroom and in the library during the day.

In our grade 3 E.Q.A.O. test, 29 students participate. Thirty-four percent of the students were receiving Special Education Programming.

Demographics		Attitudes	
		percent saying yes	
2	Classes with grade 3 students	I like to read	girls 72% boys 73%
29	Grade 3 students (38% boys 62% girls)	I am a good reader	61% 64%
0%	ESL/D (English as a Second Language)	I like to write	67% 64%
0%	Exempted in all three subjects	I am a good writer	78% 73%
34%	Receiving Special Education Support	I like mathematics	56% 55%
10%	Language other than English at home	I am good at mathematics	50% 55%
Overall Achievement		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
All Students		76%	69%
Girls		67%	72%
Boys		91%	64%
			Mathematics
			Levels 3,4
			38%
			50%
			18%

The school staff will meet and discuss these results and their meanings for programs, action plans and instruction delivery at Ryckman's Corners School. The plans will be shared and discussed with our School Council. Action plans to be developed by the end of January 2000 and will include specific recommendations to be implemented during the 1999/00 and 00/01 school years, with a review process scheduled for June 2000. The data and its interpretation will also be the focus for the Curriculum Committee (Literacy/Numeracy sub-committees) to assist with the direction and planning for a continued school-wide focus on language and mathematics. Parents are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom practice. The school's Plan for Action process is open to any parent for discussion. Please contact the Principal's office for further details.

The process and resources for Ryckman's Corners plan of action are as follows:

PROCESS

- Share information with: LRT, classroom teachers, parents and School Council.
- Review of current curriculum/teaching materials/methodologies with teachers.
- Teach using the specific language of the test
- Brainstorm & Implement strategies/teaching materials to address areas of concern.
- Focus on creating problem solvers, risk takers and independent workers.
- Review using 1999 - 2000 results.

RESOURCES

- Grade 3 Assessment results
- Ontario Curriculum
- Growing into Language/Celebrating Language.
- Calculators/Review Sheets/Manipulatives/Problem Solving Res.
- LRT/Ontario Curriculum Consultants/Special Assignment Tchrs.
- Parent Information Night/School Council.
- Home support and encouragement to develop positive attitudes

Principal Signature: _____

Date: _____

Address: 222 Robinson Street
Hamilton, Ontario, L8P 1Z9
Telephone: (905) 528-7975
Fax No. (905) 528-9735

Principal: Doris Boettger
Vice-Principal: Joanne McIntosh
Grade Levels: 6-8
Enrolment: 408

Ryerson School opened in 1890 and was named in honour of Egerton Ryerson, the Superintendent of Education for Upper Canada from 1844 to 1876. He established free and compulsory education for all children. The new school opened in 1975. Ryerson School has a long tradition of being responsive to the needs of the community it serves. RESPONSIBILITY, RESPECT and RIGHTS provide a cornerstone for a solid educational foundation for our students.

Ryerson Middle School is located in west central Hamilton and serves 415 grade 6, 7, & 8 students from a diverse ethnic, economic and social community. Approximately 35% of our students are E.S.L. or come from an E.S.L. background. Our new E.S.L. parents have very limited English and offer limited support in the acquisition of social and academic language. Our French Immersion program makes up 27% of our population.

New ESL students are integrated for certain subjects areas but they are kept together for core.

To help students maximize their potential and to create a cohesive school body, Ryerson uses a teacher/student advisor program. All groups and grades are reflected in each Advisor group. In each grade, students are assigned to a core class with a French Immersion or English teacher. The core subjects are English, Social Studies, Healthy Active Living and Computers. Rotary teachers provide Mathematics, Science and Technology, Music, Visual Arts, Physical Education and Health.

A Learning Centre Model is used to service all students who experience academic difficulty in the regular class. We also offer alternative programs with an emphasis on reading writing and math.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

After an initial analysis by staff, we noted half of our students are at level 3 and 4 in reading and writing. In mathematics 35% are at levels 3 and 4. We also saw a significant difference in performance between our female and male students. It was interesting to note that the boy's perception of their ability was much more positive than their actual performance.

Our intention is to examine the results and develop an action plan through our school plan committees (Arts, Self & Society, Math, Science & Technology, Self & Society and Language) to improve overall performance. Specifically, communications in math, and assessment techniques will be further refined. The School Council will have an opportunity to discuss the plan and offer further suggestions. The final plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan we will continue to implement all areas of the Ontario Math and Language Curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
4	Classes with Grade 6 Students	I like to read		60%	44%
102	Grade 6 students	I am a good reader		71%	71%
0%	In English as a Second Language Program (ESL)	I like to write		55%	32%
17%	Exempted in all three subjects	I am a good writer		71%	47%
17%	Receiving Special Education support	I like mathematics		31%	59%
49%	Boys	I am good at mathematics		57%	65%
48%	Girls	I do reading that is not part of my work at school		69%	62%
3%	Gender not specified	I do writing that is not part of my work at school		55%	29%
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		12%	26%
3%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		45%	41%	29%	
		55%	51%	35%	
Girls		61%	61%	37%	
		68%	68%	41%	
Boys		28%	18%	18%	
		39%	25%	24%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	

SANFORD AVENUE SCHOOL – Gr. 3 EQAO 98 –99 results

School Address: 149 Sanford Ave. N.

Hamilton, L8L 5Z4

Telephone: 528-8526

Fax No.: 528-8011

Principal: Mrs. S. Ward

Vice Principal: Mrs. L. Kyle (.5)

Grade Levels: JK - 5

Enrolment: 420 students

Sanford Avenue School is located in Hamilton's north central core. It is one of the schools that have been designated as a compensatory education facility. Due in part to the very reasonably priced housing nearby, Sanford's population of approximately 420 is highly mobile. Over the last five (5) years Sanford has had approximately 110% student turnover rate each year. According to the 1991 census data, the student population represents more than twenty different cultures. Student response to questions from the 1998-99 EQAO survey about the languages spoken at home would indicate that a second language is spoken at least some of the time, in 49% of their homes. As a result, extensive daily support programmes for our English as a Second Language /English as a Second Dialect students are provided.

In addition, Sanford Avenue also has the largest percentage of Native Canadian students of any junior elementary school in Hamilton. During the 1998-99 school year, it was home to one of two Native as a Second Language programmes in Hamilton. Sanford Avenue also boasts a French Immersion program that begins in Senior Kindergarten. Special education in the school includes a self-contained primary Specific Learning Disability class, a self-contained junior Behaviour class and a wide range of individual and small group assistance programmes for both identified and at risk students.

Sanford is very fortunate to have an active School Council and Home and School Association. As well as running special activities, these groups support school programmes in financial terms and provide volunteer assistance in many classrooms throughout the year. They also maintain a Nutrition Programme which provides snacks each morning at recess and a Parent's Room containing up-to-date reading materials on both school and home issues and a clothing exchange. Sanford's strength lies in its cultural diversity and with its dedicated and experienced teachers, support staff and supportive parent groups.

School Results & Plan:

Overall Achievement (Grade 3) (percent at performance level)	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	11% 12%	25% 25%	19% 19%
Girls	21% 21%	36% 36%	29% 29%
Boys	0% 0%	12% 12%	8% 8%
ESL students	0% 0%	50% 50%	17% 17%
Non ESL students	13% 13%	21% 22%	19% 20%
Receiving Special Education support	0% 0%	0% 0%	20% 20%
Not Receiving Special Education support	12% 13%	27% 28%	19% 19%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component	40% 40%	20% 20%	40% 40%

Staff is examining these results for individual students as well as for groups of students. Individual results have been released to parents. Individual student concerns will be discussed with parents at the November reporting interview. Staff will continue to meet in committee to discuss all information and its meaning for programme, material, instruction and evaluation. Some of the issues to be considered include the specific needs of our ESL, NSL, and FSL students. There were also some children who did not provide enough information to score their results (28% in reading, 13% in writing & 6% in mathematics). This is interesting data that must be addressed. Ideas and plans will be developed and shared with School Council and all interested parents. Parents will be encouraged to participate in any committee work around these issues. Plans formulated will make up part of the larger Curriculum component of the School Plan.

Principal: Lucille Reed
Grade levels: JK - 5
Enrolment: 220
Hamilton-Wentworth D.S.B., Information: 527-5092

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

SIR ISAAC BROCK SCHOOL

Address: 130 Greenford Drive
Stoney Creek, Ont.
L8G 2G8
Telephone: (905) 561-0814
Fax #: (905) 561-4095

Principal: B. Laporte
Grade Levels: JK - 5
Enrolment: 308
HWDSB Information: (905) 527-5092, Ext. 2414

The school is located in a residential community in the east end of the city of Hamilton. Approximately 80% of the students are bused to this location from the multi-cultural area of Barton and Kenora and Riverdale East communities. The task of making Sir Isaac Brock into a community school is difficult when few students and parents are within walking distance. The majority of our students come from homes where a language other than English is spoken at home. Within the Grade 3 class assessed, there were 13 distinct languages spoken by the students; the majority being Punjabi, Chinese, Serbian, and Croatian.

The physical plant is unique. The classrooms are "Open Concept" where each 'pod' houses approximately 100 children. We are steadily increasing our population and have moved into portables. Students that require individualized assistance are withdrawn into small groups in order to deliver the necessary support.

School Plan Priorities: Our school is highly focused on reading and early reading intervention strategies through the 'Open Court', 'All Star Reading', and the 'Academy of Reading' computerized program. As well, we have a number of trained volunteers from McMaster University assisting us with one-on-one reading support. The school motto, "Caring Staff-Caring Kids" continues to form the basis for proper social behaviour at Sir Isaac Brock.

School Response and Intent for Action Plan

The results of the school summaries are encouraging as they show an improvement in all three areas over last year results (an increase of 18% in Reading, 12% in Writing and 12% in Mathematics). The gap between the school and HWDSB results are close in both Reading and Writing but Sir Isaac Brock's remain significantly lower in Mathematics. This deficiency is also reflected in the attitude of our students when they replied that they do not feel themselves to be good mathematicians. Of particular interest to the school was the percentage difference between girls and boys when asked if they like to read and write (girls 87%, 80%, boys 42%, 25%). In this particular class, the number of students receiving special education support was 21%, almost entirely of whom were boys. The last interesting result of the Home Questionnaire indicated that apart from school work very little writing (7%) or mathematics (15%) is accomplished in the home environment. Further investigation will be undertaken to ascertain the exact reason.

The staff and School Council will continue to analyze the results and improve on what was initiated in last years' Action Plan. We will continue to focus on literacy in the primary division. With the recent initiation of new math textbooks, workbooks, and instructional strategies we anticipate that results will continue to show improvement. School wide testing of our students in the spring and fall will continue to allow us to see and program for individual student development.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read.		87%	42%
29	Grade 3 students	I am a good reader.		87%	50%
3%	In English as a Second Language Program (ESL)	I like to write.		80%	25%
7%	Exempted in all three subjects	I am a good writer.		53%	8%
21%	Receiving Special Education support	I like mathematics.		60%	58%
48%	Boys	I am good at mathematics.		40%	33%
52%	Girls	I do reading that is not part of my work at school.		33%	50%
0%	Gender not specified	I do writing that is not part of my work at school.		7%	8%
19%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		13%	17%
19%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		45%	45%	24%	
		48%	48%	27%	
Girls		73%	47%	27%	
		73%	47%	29%	
Boys		14%	43%	21%	
		17%	50%	25%	
ESL students					
Non ESL students					
Receiving Special Education support					
Not Receiving Special Education support					
French Immersion Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component					

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

SCHOOL REPORT GRADE 3 ASSESSMENT OF READING, WRITING AND MATHEMATICS

Sir Wilfrid Laurier School

School Address: 70 Albright Road, Hamilton, Ontario L8K 5J3

Grade Levels: JK-5

School Phone: (905) 578-4422

School Fax: (905) 578-6262

Hamilton-Wentworth D.S.B. Information: 527-5092, Ext. 2631

Principal: E-B. Reddie

Enrolment: 646

SCHOOL PROFILE

Sir Wilfrid Laurier School is a large, primary-junior school, (JK-5), located in Ward 5 in Hamilton's lower city, east end. Opened during the 1990-91 school year, Laurier has a current enrolment of 646 pupils. The school is organized into 28 classes at this time including 11.5 Grade 1-3 classes, and 2 self-contained Special Education classes. Sir Wilfrid Laurier has a significant English as a Second Language population with approximately 16% of our student population receiving direct assistance from our ESL staff.

The school benefits from a number of positive partnerships including:

- ◆ an active and supportive School Council.
- ◆ Kids' Korner Daycare and the Laurier Recreation Centre.
- ◆ Co-op programmes with both Glendale Secondary School and Bishop Ryan Catholic High School.
- ◆ a dedicated volunteer group approaching 60 adults.

Our current school directions consists of a number of components including the following areas of focus:

1. Implementation of the Ontario Curriculum Documents, especially Literacy, Mathematics and Science and Technology
2. Improved Assessment, Evaluation and Reporting Practices
3. Information and Technology Skills
4. School-Wide Social Skills
5. Ongoing Special Initiatives, e.g. Environmental Initiatives, School-Community Partnerships, Safety Programmes.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff is working on an in-depth analysis of these results. More students are working in levels 3 and 4 in writing (38% in 1999, 25% in 1998), whereas student performance in reading declined (15% in 1999, 22% in 1998). Results in mathematics approximated the results from the previous year (26% in 1999, 25% in 1998). The number performing at levels 3 and 4 in reading, writing and mathematics do not meet our expectations. The staff will analyze the results and our current action plan for academic achievement. Then the plan will be adapted as required and shared with the School Council for further input. Finally the action plan will be in effect by February 2000. Parents and guardians have received their children's individual reports and were encouraged to discuss the results with classroom teachers. Parental input is welcomed. Please contact the office for further details.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999					
Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
1	Classes with Grade 3 Students	I like to read		89%	67%
98	Grade 3 students	I am a good reader		73%	52%
11%	In English as a Second Language Program (ESL)	I like to write		64%	52%
3%	Exempted in all three subjects	I am a good writer		60%	48%
9%	Receiving Special Education support	I like mathematics		47%	56%
53%	Boys	I am good at mathematics		31%	50%
47%	Girls	I do reading that is not part of my work at school		51%	42%
0%	Gender not specified	I do writing that is not part of my work at school		71%	38%
16%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		47%	25%
0%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		15%	38%	26%	
		17%	39%	26%	
Girls		22%	48%	26%	
		24%	51%	28%	
Boys		10%	29%	25%	
		10%	29%	25%	
ESL students		-	0%	0%	
		-	0%	0%	
Non ESL students		-	43%	29%	
		-	43%	29%	
Receiving Special Education support		0%	11%	0%	
		0%	11%	0%	
Not Receiving Special Education support		17%	40%	28%	
		19%	42%	29%	

French Immersion Option B: Students write the Reading and Writing components in English and a French translation of the Mathematics component.

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

SHERWOOD HEIGHTS' 1999 REPORT ON THE GRADE 3 ASSESSMENT OF READING, WRITING, & MATHEMATICS

Sherwood Heights Public School

SCHOOL ADDRESS: 105 High Street
Hamilton, On L8T 3Z4
SCHOOL PHONE: (905) 574-5752

PRINCIPAL: Mr. T. Dexter
Grade Levels: JK - 5
Hamilton Board of Education

Sherwood Heights Junior Elementary School is located in a middle class community on the north east end of the Hamilton escarpment. We are on the same campus as Sherwood Secondary School.

Our school services over 350 students. Approximately half the students live in the immediate area and walk to school. The other half of the student body are bussed from the Templemead/Rymal Road area. A small number of students are from subsidized housing and lower income housing developments.

More than 12% of our students use a language other than English at home. Twenty students (from various grades) are in our ESL program. We have ten students who are officially identified as exceptional and more than thirty whom we consider to be "at risk".

Our Vision is to have a school where everyone works together to achieve maximum student potential. We are supported by parent/community volunteers & the "Sherwood Project"-- a high school credit course where senior students work directly with students who have special needs in class and in Learning Centre.

We have an active Home and School Association and a School Council. A wise decision has been made to delineate the areas of involvement for each organization: H&S = Safe Schools. School Council = Curriculum Issues. Both organizations make significant contributions.

Since our goal is improved student learning within a safe school environment, parent groups & staff often reach out to our community through questionnaires, flyers, or presentations (such as the Spelling Flyer, Technology Flyer, Curriculum Nights). Regular communication is maintained through student Reminder Binders. There is parent and staff representation on our Directions Committee which models the collaborative manner in which decisions are made that serve student needs. Curriculum nights are well-attended.

Principal's Signature _____

T. Dexter

Home & School President's Signature _____

L. J. [Signature]

School Council President's Signature _____

[Signature]

147

SHERWOOD HEIGHTS DEMOGRAPHICS/ATTITUDES

57% of our parents read to their grade 3 children and talk to their children about what he/she has written at least a few times a week. 66% help their children with number problems at least a few times a week.

93% read school newsletters and 98% review their child's report card.

84% (or higher) are satisfied to very satisfied with the way information is communicated about their child's performance in reading, writing, and math.

16% are actively involved with their (grade 3) child's school. 34% volunteer at school

SCHOOL RESPONSE AND PLAN FOR ACTION

Last year, our plan for action stated that "we would like to see a higher percentage of students in Levels 3 & 4." We are pleased with the number of students at levels 3 and 4 in 1999 (reading 59%, writing 60% and math 74%) compared to 1998 (reading 52%, writing 48%, math 43%). While the overall math score was the most significant gain, there was marginal improvement in terms of female attitudes towards math. This year 52% of the girls said they are good at math (last year 44%). We had almost identical results for writing: last year, 46% of the boys saw themselves as good writers compared to 60% of the girls. This year, 48% of the boys saw themselves as good writers compared to 71% of the girls. We will continue working on changing girls' attitude towards math and the boys attitude towards writing.

1. Reading

Staff will increase their use of reading rubrics for student evaluation. Staff will continue to provide a wide range of reading materials and text forms that increase and motivate students to read. Staff will continue to provide non-fiction and series reading materials that interest and motivate boys to read. Parents will be encouraged to listen to their children read on a regular basis. Our emphasis will continue to be reading comprehension. More commitment to our various home reading programs is needed.

2. Writing

We will continue our focus on more structured, whole class, formal writing lessons. We will organize our expectations for the assessment of effective writing by providing an editing check-list and a revision check list that is common for all grades. We plan to increase the frequency of writing in different genres. Staff will continue use of EQAO anchor booklets and Peel Writing Scales. Teachers will approach computer time with a definite purpose and plan to build specific writing skills.

3. Math

Teachers will continue to provide opportunities for students to explain their reasoning for problem solving including why or how they know which operations to use or why they predict certain answers. To ensure that adequate time is spent on problem-solving, teachers will put more emphasis on beginning their math lessons with problem-solving and later do the computation. Staff will continue to use "Puddle Books" for assessment.

4. Self-Esteem

Continue to encourage self-esteem in girls by inviting female role models (mathematicians, engineers, etc) to speak to students. Continue to promote male authors. Continue to examine current school practices/literature to ensure that we are not (unintentionally) encouraging sex biases.

Principal's Signature _____

Date _____

Sherwood Heights School (insert after Sherwood Heights School Summary Report)

Demographics (Grade 3)

2	Classes with Grade 3 Students		
55	Grade 3 students		
5%	In English as a Second Language Program (ESL)		
13%	Exempted in all three subjects		
18%	Receiving Special Education support		
51%	Boys	49%	Girls
		0%	Gender not specified
7%	Of the students said they speak only or mostly in another language at home		
5%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	78%	50%
I am a good reader.	70%	71%
I like to write.	63%	29%
I am a good writer.	56%	61%
I like mathematics.	52%	57%
I am good at mathematics.	52%	86%
I do reading that is not part of my work at school.	52%	32%
I do writing that is not part of my work at school.	56%	43%
I do mathematics that is not part of my work at school.	44%	29%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	49%	51%	64%
	59%	60%	74%
Girls	56%	63%	63%
	65%	71%	71%
Boys	43%	39%	64%
	52%	48%	78%
ESL students			
Non ESL students			
Receiving Special Education support			
Not Receiving Special Education support			
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.			

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

SPENCER VALLEY PUBLIC SCHOOL

School Address: 441 Old Brock Road
Greenville Ontario L9H 6A7
Telephone: 905-628-1788
Fax Number: 905-628-9146

Principal: Mrs. Jane Shipton
Grade Levels: 6-7-8
Enrolment: 266 Students

Spencer Valley School is the middle school (Grades 6-7-8) portion of the Spencer Valley/Greenville School Unit. The school is located on Old Brock Road, just south of Hwy. #5 in Greenville. Spencer Valley was constructed in 1968 on 8.34 acres of land. There are presently 266 students from Grades Six to Eight in attendance. The two JK-5 feeder schools are Millgrove School and Greenville School. Our school community includes both town and rural families with 90% of the student population relying on bus transportation to and from school.

There are two Special Education classes on site - an Intermediate Comprehensive Class and a Developmentally Delayed Class. Spencer Valley has also been designated as a "Pathways" school and is able to provide schooling for physically handicapped students. The school has an active School Council and Student Council. In addition, our school has won many district sports championships and has a very well respected Instrumental Music Program. We are very proud of the links we have developed with parents and the community and will continue to focus on both scholastic achievement and community service.

School Response and Intent For Action Plan

Individual students results were shared with parents in December. The staff has had an opportunity to discuss our school results and will be developing a plan to address concerns. This plan will be shared with School Council and the two feeder schools for further input in January and finalized for implementation in February 2000.

The percentage of students working at Levels 3 and 4 in Reading is higher than both the H.W.D.S.B. and Province (Spencer Valley 52%, H.W.D.S.B. 43%, Province 48%). Writing scores for Levels 3 and 4 are consistent with Board and Provincial results (Spencer Valley 48%, H.W.D.S.B. 51%, Province 48%). The percentage of students not meeting the Provincial standard (Level 3-4) in Math is a concern. (Spencer Valley 33%, H.W.D.S.B. 35%, Province 46%).

Our Action Plan will focus on improving both mathematical mechanics and the ability of our students to problem solve. A second area of focus will be to develop strategies to improve our students' ability to communicate the steps undertaken to arrive at a solution. We will also discuss strategies to address the gender gap in both our Writing and Math results.

Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
3 Classed with Grade 6 Students		(percent saying yes)			
91 Grade 6 students		I like to read		74%	39%
0% In English as a Second Language Program (ESL)		I am a good reader		63%	56%
1% Exempted in all three subjects		I like to write		52%	32%
7% Receiving Special Education support		I am a good writer		59%	51%
46% Boys 30% Girls 24% Gender not specified		I like mathematics		37%	54%
1% Of the students said they speak only or mostly in another language at home		I am good at mathematics		22%	56%
4% Of the students said they speak as often in English as in another language at home		I do reading that is not part of my work at school		74%	20%
		I do writing that is not part of my work at school		59%	41%
		I do mathematics that is not part of my work at school		26%	29%
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		52%	48%	33%	
Girls		52%	49%	33%	
Boys		50%	45%	43%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		0%	33%	0%	
Not Receiving Special Education support		55%	49%	35%	

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Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

Stinson Street School

Address: 200 Stinson Street
Hamilton, Ontario L8N 4J5
Telephone: (905) 528-0119
Fax No.: (905) 528-3496

Principal: Mr. D. Staples
Grade Levels: JK - 5
Enrolment: 305
HWDSB Information: (905) 527-5092 Ext. 2414

Stinson Street Public School is located in the Stinson Community drawing students from the Stinson and St. Clair communities. The school was built in 1894 and additions made in 1914 and 1959. Extensive renovations were made in 1989. The school community is a diverse mix of race and ethnicity and of incomes and lifestyles. It is designated as a Compensatory Education School (28.6% according to the 1991 Census data). The school population is very mobile with the number of students transferring during the school year outnumbering the student population at any given time during the year (127%). Students who do transfer tend to do so a number of times in their school career and hence attend a large number of schools in a few years. This creates discontinuity in their education. The school serves over 305 students and also reflects an ever increasing number of English as a Second language students. Our Learning Centre is staffed by a Learning Resource Teacher and serves over 80 students on a weekly basis. The school has a focus on Social Skills with our social skills program being presented weekly by a social worker from the John Howard Society.

School priorities in the last few years have included a focus on reading with our Learning Resource Teacher spending an ever increasing amount of time in the primary grades. We have introduced a phonics based reading programme to our Grades 1, 2 and 3 classes and have a daily phonics programme in our Senior Kindergarten. Math journals have been implemented in our primary division. Math problem solving is an ever increasing focus at all grade levels. Stinson Street School enjoys a healthy partnership with our School Council, with all working hard to achieve our common goals. Parents also serve on committees and assist at many functions where their input, expertise and support is invaluable.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Our students are given the opportunity to experience a variety of activities to support them in their school life.

School Response and Intent for Action Plan

From an initial, cursory viewing of the school data, there are approximately one third of our students who have attended Stinson Street School from J.K. to Grade 3. Staff are generally pleased with the numbers of students performing at levels 3 and above (reading 47%, writing 56% and math 81%). Due to the relatively small sample size (36 students) and the turnover of students in the school, interpretation of the results must be interpreted cautiously. The results will need further analysis and discussion.

The school staff plan to meet after school to discuss these results and their meaning for programs and instruction at Stinson Street School. The results will also be addressed in our Primary and Junior Curriculum Planning Teams for further input and action. The plans will be shared with our School Council. The Action Plans developed by the end of January, 2000 will include specific recommendations to be implemented during the 2000 - 2001 school year, with a review of progress during the fall of 2000.

Parents are encouraged to meet with their child's classroom teacher to discuss this report and its implications for classroom practice. Please contact the Principal's office for further details.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read		67%	70%
36	Grade 3 students	I am a good reader		42%	57%
3%	in English as a Second Language Program (ESL)	I like to write		67%	48%
3%	Exempted in all three subjects	I am a good writer		50%	43%
31%	Receiving Special Education support	I like mathematics		75%	74%
67%	Boys	I am good at mathematics		58%	61%
33%	Girls	I do reading that is not part of my work at school		67%	35%
0%	Gender not specified	I do writing that is not part of my work at school		75%	35%
6%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		50%	35%
14%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3-4	Levels 3-4	Levels 3-4	
All students		47%	56%	81%	
		49%	57%	83%	
Girls		33%	75%	83%	
		33%	75%	83%	
Boys		54%	46%	79%	
		57%	48%	83%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		18%	27%	64%	
		20%	30%	70%	
Not Receiving Special Education support		60%	68%	88%	
		60%	68%	88%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Strathcona Public School

Address: 10 Lamoreaux Street
Hamilton, Ontario, L8R 1V1
Telephone: (905) 527-2470
Fax Number: (905) 527-2472

Principal: Doug Baker
Vice Principal: Katherine Yantzi
Grade Levels: JK to 6
Enrolment: 163 Students

Profile:

Strathcona School is located in the west end of Hamilton, adjacent to Victoria Park and near Dundurn Castle. It is a school steeped in history. The original school was built in 1894, with the present building replacing it in 1985. The school educates 163 students with a diverse socio-economic, ethnic and cultural backgrounds. Staff and the community support a variety of activities including a Mathematics club, a Library/Computer club, a Checker's Team, Soccer and Basketball intramurals.

The Strathcona staff supports children with special learning needs through the Learning Resource Program and through two special classes, a Primary Speech and Language class and a Junior Comprehensive Communications class. There is a strong emphasis on integration. There is a "Big Brother" sponsored Mentor Program, numerous individual reading assistance Volunteer Programs and a Co-op Student Program to further support students in their learning academically and socially.

The School Parent Council works collaboratively with the school and community to create a positive learning environment. School Council worked with the staff to present to the community a Curriculum Night. They strongly support the intergenerational connection between the Parkview Nursing Home and the school. School Council has implemented a daily "Healthy Nutrition" program to provide the students with a snack twice a day. Many Strathcona parents and community members serve as volunteers in the school.

School Response and Intent for Action Plan:

The staff is working at analyzing the results and implementing best practices to address the strengths and areas for improvement. The results indicate that the initiatives supported by the EQAO action plans for 1998/99 produced an increase in the levels 3 and 4 for Writing (47% in 1999, 27% in 1998). Mathematics 3 and 4 levels were consistent with last years' results (53% in 1999, 59% in 1998) and will continue to be an area of focus. The numbers performing at levels 3 and 4 for Reading do not meet our expectations and will be addressed in our action plan for 2000. We will continue to support the communication between home and school (100% of the families reported that they were satisfied or very satisfied with the information communicated to them about their child's performance in Mathematics, Reading and Writing.). Staff also wish to focus on the lower scores achieved by boys. Parents and guardians have received their children's individual results. Staff is prepared to discuss the individual results with parents. This information will be discussed and approved by School Council in January. The action plan for improvement will be developed with input from Staff and School Council for implementation in February 2000. Strathcona welcomes parental input into the development of the 2000 Action Plan. Please contact the Vice-Principal's office for further details.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics - 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
1	Classes with Grade 3 Students	I like to read.		50%	55%
17	Grade 3 students	I am a good reader		67%	45%
0%	In English as a Second Language Program (ESL)	I like to write		50%	55%
0%	Exempted in all three subjects	I am a good writer		50%	45%
18%	Receiving Special Education support	I like mathematics		50%	64%
65%	Boys	I am good at mathematics		50%	64%
35%	Girls	I do reading that is not part of my work at school		50%	27%
0%	Gender not specified	I do writing that is not part of my work at school		17%	45%
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		50%	36%
6%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		29%	47%	53%	
Girls		67%	67%	50%	
Boys		9%	36%	55%	
ESL students					
Non ESL students					
Receiving Special Education support					
Not Receiving Special Education support					
French immersion, Option B. Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.					

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

Strathcona Public School

Address: 10 Lamoreaux Street
Hamilton, Ontario, L8R 1V1
Telephone: (905) 527-2470
Fax Number: (905) 527-2472

Principal: Doug Baker
Vice Principal: Katherine Yantzi
Grade Levels: JK to 6
Enrolment : 162 Students

Profile:

Strathcona School is located in the west end of Hamilton, adjacent to Victoria Park and near Dundurn Castle. It is a school steeped in history. The original school was built in 1894, with the present building replacing it in 1985. The school educates 163 students with a diverse socio-economic, ethnic and cultural backgrounds. Staff and the community support a variety of activities including a Mathematics club, a Library/Computer club, a Checker's Team, Soccer and Basketball intramurals.

The Strathcona staff supports children with special learning needs through the Learning Resource Program and through two special classes, a Primary Speech and Language class and a Junior Comprehensive Communications class. There is a strong emphasis on integration. There is a "Big Brother" sponsored Mentor Program, numerous individual reading assistance Volunteer Programs and a Co-op Student Program to further support students in their learning academically and socially.

The School Parent Council works collaboratively with the school and community to create a positive learning environment. School Council worked with the staff to present to the community a Curriculum Night. They strongly support the intergenerational connection between the Parkview Nursing Home and the school. School Council has implemented a daily "Healthy Nutrition" program to provide the students with a snack twice a day. Many Strathcona parents and community members serve as volunteers in the school.

School Response and Intent for Action Plan:

The staff is working at analyzing the results and implementing the best practices to address the strengths and areas for improvement. Overall, Writing (69% at Levels 3 and 4) and Mathematics (69% at levels 3 and 4) were areas of strength. These were also areas of program focus during the 1998/99 school year. Strategies implemented will continue to be employed. Reading (38% at levels 3 and 4) will become an area of focus in our action plan. Staff is also concerned with the attitudes of the students; reading and writing for boys and mathematics for girls. Staff will identify new strategies to be implemented to address these attitudes. Parents and guardians have received their children's individual results. Staff is prepared to discuss the individual results with parents. This information will be discussed and approved by School Council in January. The action plan for improvement will be developed with input from Staff and School Council for implementation in February 2000. Strathcona welcomes parental input into the development of the 2000 Action Plan. Please contact the Vice-Principal's office for further details.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 6)		Attitudes (Grade 6)	Girls	Boys
		(percent saying yes)		
1	Classes with Grade 6 Students	I like to read.	80%	40%
16	Grade 6 students	I am a good reader	60%	20%
0%	In English as a Second Language Program (ESL)	I like to write	80%	20%
12%	Exempted in all three subjects	I am a good writer	20%	30%
12%	Receiving Special Education support	I like mathematics	0%	50%
62%	Boys	I am good at mathematics	20%	30%
38%	Girls	I do reading that is not part of my work at school	80%	10%
0%	Gender not specified	I do writing that is not part of my work at school	40%	0%
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school	40%	0%
0%	Of the students said they speak as often in English as in another language at home			
Overall Achievement (Grade 6)		Reading	Writing	Mathematics
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4
All students		38%	69%	69%
		43%	79%	79%
Girls		33%	83%	67%
		33%	83%	67%
Boys		40%	80%	70%
		50%	75%	88%
ESL students				
Non ESL students				
Receiving Special Education support				
Not Receiving Special Education support				

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

TAPLEYTOWN SCHOOL

School Address: 390 Mud Street East
Stoney Creek, ON L8J 3C6
Telephone: (905) 662-2297
Fax: (905) 662-2512

Principal: Mrs. D. Furry
Grade Levels: K to 8
Enrolment: 374 Students
Families: 230

Tapleystown Public School is an active community school with a valued history. Our operating motto is "*A Successful School needs Students, Staff and Parents Working Together!*" The original 1881 stone school house, now a kindergarten room, has had 4 additions over the years. The school draws students from an area bordered by First Road West to Eleventh Road East and from the Mountain Brow to Highway #20 to the south. Furthermore, Tapleystown School serves a mixed ethnic, socio-economic and cultural school population. Staff and the school community support a variety of activities including sports teams, the Green team, the Yearbook, Oral Communications, the Geography Challenge, the Snack and Soup programs and a variety of special event days. At our monthly sharing assemblies, we celebrate student successes in a wide range of areas. The school's Learning Centre and Resource Program support students having special learning needs. As well, the All Star Reading and Reading Recovery Programs provide some primary students with an individualized opportunity to improve their reading skills.

Tapleystown school is proud to have an active Student Council, a dedicated School Parent Council and many parent volunteers. The Student Council organizes school dances, supports charities and helps host the East County Soccer Tournament. Our School Parent Council supports our common goal of optimizing student performance and advises us on issues important to student progress. The School Parent Council is a valued partner and, together with the staff, work hard to create a positive learning environment for the students. They support the use of a student planner in which are outlined the Homework Guidelines, the School Code of Conduct and other key information. Many Tapleystown parents and community members serve as volunteers in the school. They help students and teachers, as well as support a variety of activities that help make Tapleystown School a great place to learn!

SCHOOL RESPONSE

The staff is working on an in depth analysis of these results in both grades 3 and 6 in order to meet our goal of increasing the number of students who achieve at levels 3 and 4 in all 3 subject areas.

GRADE 3

Overall, in reading a higher percentage of our Grade 3 students attained levels 3 or 4 than the Board average in Communication and Organization of ideas but slightly below in reasoning and application of conventions. Yet in both writing and the mathematics categories we were below the Board average in all areas. However in the mathematics strands we were close to or above in all the stands with all students who wrote the test scoring at level 2 or higher in four of the five strands. Overall in mathematics, we were above the Board average. A special area of success was Data Management and Probability with 78% of our students achieving levels 3 or 4.

GRADE 6

Overall, a higher percentage of our grade 6 students achieved levels 3 or 4 in reading and writing than the Board average but less did in mathematics. In reading a higher percentage of our Grade 6 students attained levels 3 or 4 than the Board average in Reasoning, Communication and Organization of ideas but slightly below in application of conventions. In writing, a higher percentage of our Grade 6 students attained levels 3 or 4 than the Board average in and Organization of ideas and Application of Conventions but slightly below in Reasoning and Communication. Yet in the mathematics categories and strands our Grade 6 pupils were slightly below the Board average in all areas except for Patterning and Algebra in which they were slightly above.

INTENT FOR ACTION PLAN

Generally we note with pride the continued strong success in mathematics at the primary level with nearly all students who wrote the test functioning at level 2 or higher. In reading and writing, our goal will be to increase student skills so that more will meet expectations at levels 3 and 4. There is a wide gap in results attained between our grade 3 and grade 6 students both across the Board and at this school's level. Clearly there is a need to increase student reading, writing and mathematics skills in the junior years including EQAO test taking skills. A higher degree of anxiety was observed with our grade 6 students than with our grade 3 students. We will continue our school plan which has reviewed and purchased new texts for all grades and additional manipulatives as well as focused on professional development for our teachers over the past two years. The numbers performing at levels 3 and 4 in writing do not meet our expectations. The school staff will analyze the results and our current action plan for academic achievement. Then the plan will be changed or adapted as required and shared with school council for further input in January. Finally, the action plan will be in effect by February, 1999. Parents and guardians have received their children's individual reports and were encouraged to discuss the results with the classroom teachers. With staff and school council representing the community, we will work together to set the environment and support the expectations for learning. *Excellence in Student Academic Achievement is the Goal.*

Grade 3 Knowledge/Skills/Categories		Reading			Writing		
		Exempt	Levels 2, 3, 4	Levels 3, 4	Exempt	Levels 2, 3, 4	Levels 3, 4
Reasoning		6%	90%	34%	3%	84%	37%
Communication		6%	89%	47%	3%	97%	36%
Organization of Ideas		6%	89%	53%	3%	98%	31%
Application of Language Conventions		6%	94%	55%	3%	89%	42%
Overall Level of Achievement		6%	See Note #3		3%	97%	36%
Grade 3 Knowledge/Skills/Categories		Mathematics					
		Exempt		Levels 2, 3, 4		Levels 3, 4	
Problem Solving		3%		67%		23%	
Understanding of Concepts		3%		72%		25%	
Application of Mathematical Procedures		3%		80%		47%	
Communication of Required Knowledge		3%		73%		23%	
S T R A N D S	Number Sense and Numeration	3%		97%		53%	
	Geometry and Spatial Sense	3%		97%		58%	
	Measurement	3%		84%		42%	
	Patterning and Algebra	3%		98%		67%	
	Data Management and Probability	3%		97%		78%	
Overall Level of Achievement		3%		39%		58%	
Grade 6 Knowledge/Skills/Categories		Reading			Writing		
		Exempt	Levels 2, 3, 4	Levels 3, 4	Exempt	Levels 2, 3, 4	Levels 3, 4
Reasoning		4%	80%	43%	7%	70%	35%
Communication		4%	85%	52%	7%	72%	37%
Organization of Ideas		4%	76%	37%	7%	73%	40%
Application of Language Conventions		4%	61%	28%	7%	74%	50%
Overall Level of Achievement		4%	75%	45%	7%	72%	44%
Grade 6 Knowledge/Skills/Categories		Mathematics					
		Exempt		Levels 2, 3, 4		Levels 3, 4	
Problem Solving		4%		59%		22%	
Understanding of Concepts		4%		54%		17%	
Application of Mathematical Procedures		4%		65%		32%	
Communication of Required Knowledge		4%		54%		19%	
S T R A N D S	Number Sense and Numeration	4%		66%		31%	
	Geometry and Spatial Sense	4%		55%		20%	
	Measurement	4%		48%		15%	
	Patterning and Algebra	4%		63%		39%	
	Data Management and Probability	4%		59%		11%	
Overall Level of Achievement		4%		78%		28%	

Note:

1. All results reported use method 1. Method 1 includes students who were exempted and students for whom no data were collected.
2. Due to rounding, percentages for the achievement data may not always sum to 100.
3. In reading, the overall level of achievement was calculated using students' scores in the categories and in the multiple choice component. Tapleystown Grade 3 students did not do the multiple choice component of the reading test due to having done it during a practice session in error. Therefore there are no overall scores in reading. Tapleystown Grade 3 students did do all other components of the test.

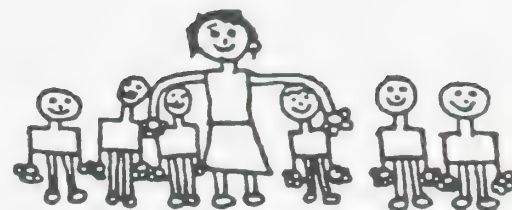
THORNBRAE PUBLIC SCHOOL

The Hamilton-Wentworth District School Board

206 Thorner Drive
Hamilton, Ontario
L8V 2M7

THORNBRAE SCHOOL

School Profile



TELEPHONE: (905) 387-5887

FAX: (905) 387-9208

E-MAIL: thornbra@hwsb.on.ca

Thornbrae School is located on the central mountain area in Hamilton. The original school was built in 1962 and had a gymnasium and 3 classrooms added soon afterwards. It currently has four additional portable instructional rooms that are used for Junior Division classrooms and French classes. Inside Thornbrae we have a Computer Classroom, Library, and Learning Resource Room.

The student population is approximately 330, with the children coming from a wide range of cultural and economic backgrounds within a large geographic catchment area. We are staffed with an ESL (English as a Second Language) teacher to accommodate the needs of many of our students. The full staffing complement includes: principal, 16 teachers, one education assistant, a secretary, custodian and cleaner. The students have earned several honours, including awards for the Swim Team, the Cross Country Team, the Choir, the mayor's Committee Against Racism and Discrimination, and the Skipping Demonstration Team for the Heart & Stroke Foundation.

Thornbrae is proud to have a newly-initiated Student Council, as well as a School Council that is a valued partner working with the school to create a positive learning environment for all our students. Our many volunteers, who work in and for the school, assist us in this endeavour.

School Response and Plan for Action

An initial review of 1998-1999 EQAO individual results and data prompt a positive response to the scores for our Grade 3. There have been improvements in overall results from previous years. More students are performing at Levels 3 and 4 in all three areas assessed. An indepth analysis of individual and school results is required. Staff members will meet to review all the information, including EQAO questionnaires, % of students accommodated, exempted or classified as ESL, as well as attitudinal data, and develop a plan for action to improve both program and performance. The plans will be shared, discussed and reviewed by Thornbrae School Council. The plan will identify specific strategies to be continued and new ones to be implemented. The EQAO plan for action will be an integral part of the school's general, three-to five-year action plan for improved school and student performance.

Demographics (Grade 3)

3	Classes with Grade 3 Students
71	Grade 3 students
3%	In English as a Second Language Program (ESL)
3%	Exempted in all three subjects
14%	Receiving Special Education support
51%	Boys
48%	Girls
1%	Gender not specified
6%	Of the students said they speak only or mostly in another language at home
12%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read	88%	46%
I am a good reader	61%	66%
I like to write	76%	49%
I am a good writer	58%	43%
I like mathematics	36%	37%
I am good at mathematics	27%	46%
I do reading that is not part of my work at school	36%	34%
I do writing that is not part of my work at school	45%	23%
I do mathematics that is not part of my work at school	18%	29%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	39%	66%	51%
	41%	68%	52%
Girls	35%	71%	50%
	38%	75%	53%
Boys	44%	61%	53%
	44%	61%	53%
ESL students	-	-	-
Non ESL students	-	-	-
Receiving Special Education support	0%	20%	20%
	0%	25%	25%
Not Receiving Special Education support	46%	74%	56%
	46%	74%	56%

TWEEDSMUIR MIDDLE SCHOOL

Address: 50 Victoria Ave. N.
Hamilton, Ontario L8L 5E4
Telephone: (905) 522-9276

Principal: Allan Maie
Grade Levels: 6-8
Enrolment: 366 students
HWDSB Info: (905) 527-5092 ext. 2414

Tweedsmuir Middle School is an inner-city school in the downtown core of Hamilton, Ontario. Tweedsmuir accommodates students from grades 6 through 8. The catchment area is substantial in size, drawing from five different feeder schools, Sanford Avenue, Dr. J. Edgar Davcy, Robert Land, Stinson Street and Queen Victoria. Tweedsmuir School has long been a tradition in this neighborhood. Built originally in 1873 and called Victoria Avenue School, the building saw major renovations in 1912 when it was renamed Tweedsmuir. Renovations and additions have continued right into the nineties.

Being in the downtown core our population is culturally diverse. As many as 34% of our students indicated on their Home Questionnaire that they speak as much or more of another language as they speak English in their home. Tweedsmuir houses three special education classes and one alternate education class. Eighteen percent of our students are formally deemed exceptional. A large percentage of our students come from families that are financially challenged due to unemployment or low paying jobs. Many of our students are new to Canada taking advantage of the low income housing available in the area. Green space and park land are limited in this area.

To service our students, Tweedsmuir offers a large range of physical and athletic activities, both competitive and recreational in nature. A variety of extra-curricular opportunities are made available to our students such as yearbook and nature clubs. The academic program is delivered in a traditional highly structured organization. Students are on rotary for half a day and in core the other half. Core subjects at Tweedsmuir are Math and Language.

Our parent council has been most active in advocating for our students. The focus of their efforts this past year has been in increasing the technological equipment available for the students. This focus on technology is also a critical part of our school plan as is safe schools and special education working to service our "at risk" students in the best possible way. The Tweedsmuir staff has worked diligently to develop a calm, respectful learning environment in which all students have the opportunity to learn. Part of this focus has resulted in a daily nutrition program for all students to take advantage of. This positive climate has been carried out into the community.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

After examination by our staff, we are encouraged that a full one quarter (25%) of our students are performing at level 3 (the provincial standard) in Writing. Performing at level 2 and above are 59% in Reading, 77% in Writing and 47% in Mathematics. These results must take into consideration that 18% of the students are exceptional and 34% report that they speak another language at home at least as much as they speak English. It must be noted that the Ontario Curriculum, recently introduced, makes use of a completely new "mathematical language" which due to unfamiliarity will prove quite difficult for new Canadians or students with exceptionalities.

The Tweedsmuir staff is analyzing the results of the testing, particularly the work of students achieving at level 1, to determine interventions that may be required in order to improve performance. Of particular interest will be the considerably lower scores for boys than girls in all areas tested. The percentage of students at the provincial standard (level 3) Reading 8%, Writing 21%, Mathematics 7% do not meet our expectations. School staff will develop an Action Plan to address these scores with discussion and suggestions from parent council. The plan will contain specific measures to be put into place to improve performance in identified areas of weakness. The plan will include continued implementation of the Ontario Curriculum to encourage familiarity with the language used in the curriculum and the subsequent test.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999

Demographics (Grade 6)			Attitudes (Grade 6)		Girls	Boys
			(percent saying yes)			
4	Classes with Grade 6 Students:		I like to read		62%	35%
101	Grade 6 students:		I am a good reader		77%	41%
8%	In English as a Second Language Program (ESL)		I like to write		53%	24%
9%	Exempted in all three subjects		I am a good writer		55%	21%
20%	Receiving Special Education support		I like mathematics		43%	56%
47%	Boys	52% Girls	I am good at mathematics		34%	50%
16%	Of the students said they speak only or mostly in another language at home	0% Gender not specified	I do reading that is not part of my work at school		47%	24%
16%	Of the students said they speak as often in English as in another language at home		I do writing that is not part of my work at school		60%	32%
			I do mathematics that is not part of my work at school		28%	29%
Overall Achievement (Grade 6)			Reading	Writing	Mathematics	
(percent at performance level)			Levels 3,4	Levels 3,4	Levels 3,4	
All students			7%	21%	8%	
			8%	25%	9%	
Girls			11%	31%	11%	
			12%	34%	12%	
Boys			2%	9%	4%	
			3%	12%	6%	
ESL students			-	-	-	
Non ESL students			-	-	-	
Receiving Special Education support			4%	4%	4%	
			6%	5%	5%	
Not Receiving Special Education support			8%	27%	10%	
			9%	31%	10%	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

SCHOOL REPORT

GRADE 3 ASSESSMENT of READING, WRITING and MATHEMATICS

School Address: Vern Ames Public School
205 Berko Avenue
Hamilton, Ontario L8V 2R3

School Phone: (905) 385-3239

School Fax: (905) 385-3544

Principal: Mrs. K. Tessaro

Grade Levels: JK - Grade 5

Enrolment: 320

Hamilton-Wentworth District School Board

Information: 527-5092 ext. 2631

School Profile

Vern Ames School is located on Hamilton's east mountain. The school serves over 320 students from two community areas. Half of the student body is bused to the school from a community 3 miles south of the school. Although a majority of the school's population speaks English, 12 percent come from homes where English is the second language.

Last year, the school extended the implementation of the Open Court Language Program from Kindergarten through to Grade three. The staff focused on increasing opportunities to communicate knowledge. They made use of the Go Writing Exemplars to diagnose students' writing needs and to determine the strategies needed to move them on. The mathematics program was extended to provide students with greater opportunities to work collaboratively to solve problems and to develop the ability to reason and communicate mathematically.

Vern Ames continues to develop a healthy partnership with the parent community, with everyone working to achieve common goals. They support homework completion and home study and communicate regularly with staff. The staff values their assistance with numerous activities and special events that increase the students' enjoyment of school.

School Response

From an initial, cursory viewing of the school data, the staff is pleased with the number of students performing at levels 3 and 4 (Reading 58%, Writing 72%, and Mathematics 81%). What is extremely confusing about our results is the overall achievement of our reading score. In the four knowledge/skills categories, the percentage of students in Level 3 and 4 was considerably higher (Reasoning 74%, Communication 76%, Organization of Ideas 77% and Application of Language Conventions 86%). As the EQAO officials cannot explain this major discrepancy, I must assume that our scores were lowered considerably by the multiple choice score, which they will not share with us. This is not "statistically insignificant" (1 - 1.5 in every ten students). Do we spend time teaching our students how to do well on multiple choice questions or do we continue to teach our children to read and communicate effectively.

Last year, staff representatives analyzed the students' performance on the provincial test. The data and its interpretation was used as a focus for the School Plan Team to assist with their planning of future directions. These plans are long-range and will take a minimum of three years to implement and determine effectiveness. This year's Grade 3 results along with other data will be used to provide ongoing feedback and to determine specific measures to be put into effect during the 1999-2000 school year.

By the end of February, the Action Plans will be discussed with Parent Council. Their implications for classroom practice will be shared with parents in the February School Newsletter. There will also be a review of the progress of all Action Plans in June 2000.

Principal Signature:



Date: Monday, November 8, 1999

156(a)

Vern Ames School (insert after Vern Ames School Summary Report)**Demographics (Grade 3)**

2	Classes with Grade 3 Students		
43	Grade 3 students		
5%	In English as a Second Language Program (ESL)		
0%	Exempted in all three subjects		
26%	Receiving Special Education support		
35%	Boys	65%	Girls
		0%	Gender not specified
4%	Of the students said they speak only or mostly in another language at home		
4%	Of the students said they speak as often in English as in another language at home		

Attitudes (Grade 3)

(percent saying yes)

	<u>Girls</u>	<u>Boys</u>
I like to read.	88%	62%
I am a good reader.	75%	50%
I like to write.	69%	50%
I am a good writer.	44%	62%
I like mathematics.	44%	25%
I am good at mathematics.	25%	25%
I do reading that is not part of my work at school.	69%	62%
I do writing that is not part of my work at school.	69%	50%
I do mathematics that is not part of my work at school.	44%	0%

Overall Achievement (Grade 3)

(percent at performance level)

	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>
	<u>Levels 3,4</u>	<u>Levels 3,4</u>	<u>Levels 3,4</u>
All students	58% 60%	72% 74%	81% 83%
Girls	61% 61%	71% 71%	82% 82%
Boys	53% 57%	73% 79%	80% 86%
ESL students			
Non ESL students			
Receiving Special Education support	18% 18%	36% 36%	64% 64%
Not Receiving Special Education support	72% 74%	84% 87%	88% 90%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.			

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

VISCOUNT MONTGOMERY ELEMENTARY SCHOOL

Address: 1525 Lucerne Avenue
Hamilton, Ontario, L8K 1R3
Telephone: (905) 544-5670
Fax No. (905) 544-2608

Principal: Jane Evans
Vice-Principal: Joanne McIntosh
Grade Levels: JK - 8
Enrolment: 467

Viscount Montgomery Elementary School was opened in 1952 and named in honour of Viscount Montgomery. The area began to grow after the war and many of the families that originally came to the area found work in the nearby industries i.e.: Steel, Harvester, etc. It was and still is a stable community with little movement. This close-knit middle class community has a mixture of single family homes and some apartment buildings. People take a great deal of pride in the appearance of their homes.

Viscount Montgomery serves approximately of 470 students from Junior Kindergarten to grade 8. Our school provides special education programs for Developmentally Delayed students, Junior and Middle School Gifted students and has a Comprehensive Class. Rosedale students feed into our school in grade 6. Younger students are regularly involved in programs with older students. Our uniqueness is the family oriented atmosphere created in a JK - 8 school.

Our community is supportive of the school. This is reflected in the large number of volunteers that are directly involved in the daily life of our school. Our School Council and Home and School each take an active role within the school.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

After an initial analysis by staff, we noted the math scores are strong with 70% of our grade three students at levels 3 and 4. In Reading 55% and Writing 41% are at levels 3 and 4. We noticed a significant difference between the reading and writing results. The EQAO writing activities were set in a very different context from the previous year. While staff feel this could be a part of the reason, it is evident that writing needs to be addressed at all levels.

Intention is to examine the results and develop a school action plan through our school plan to improve overall performance. The School Council and Home and School will have an opportunity to discuss the plan and offer further suggestions. The final plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan we will continue to implement all areas of the Ontario Math and Language Curriculum.

Grade 3 and Grade 6 Assessments of Reading and Mathematics 1998-1999		Writing and Mathematics 1998-1999	
Demographics (Grade 3)		Attitudes (Grade 3)	Girls Boys
		(percent saying yes)	
1	Classes with Grade 3 Students	I like to read	89% 57%
26	Grade 3 students	I am a good reader	78% 57%
4%	In English as a Second Language Program (ESL)	I like to write	78% 57%
12%	Exempted in all three subjects	I am a good writer	78% 36%
12%	Receiving Special Education support	I like mathematics	89% 64%
62%	Boys 38% Girls 0% Gender not specified	I am good at mathematics	50% 71%
4%	Of the student is said they speak only or mostly in another language at home	I do reading that is not part of my work at school	100% 79%
4%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	78% 57%
		I do mathematics that is not part of my work at school	44% 50%
Overall Achievement (Grade 3)		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
All students		46% 55%	35% 41%
Girls		40% 44%	40% 44%
Boys		50% 62%	31% 38%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		18% 29%	18% 29%
Not Receiving Special Education support		67% 67%	47% 47%
Mathematics			Levels 3,4
			62% 70% 70% 78% 56% 64%
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data).

158

VISCOUNT MONTGOMERY ELEMENTARY SCHOOL

Address: 1525 Lucerne Avenue
Hamilton, Ontario, L8K 1R3
Telephone: (905) 544-5670
Fax No. (905) 544-2608

Principal: Jane Evans
Vice-Principal: Joanne McIntosh
Grade Levels: JK - 8
Enrolment: 467

Viscount Montgomery Elementary School was opened in 1952 and named in honour of Viscount Montgomery. The area began to grow after the war and many of the families that originally came to the area found work in the nearby industries i.e.: Steel, Harvester, etc. It was and still is a stable community with little movement. This close-knit middle class community has a mixture of single family homes and some apartment buildings. People take a great deal of pride in the appearance of their homes.

Viscount Montgomery serves approximately of 470 students from Junior Kindergarten to grade 8. Our school provides special education programs for Developmentally Delayed students, Junior and Middle School Gifted students and has a Comprehensive Class. Rosedale students feed into our school in grade 6. Younger students are regularly involved in programs with older students. Our uniqueness is the family oriented atmosphere created in a JK - 8 school.

Our community is supportive of the school. This is reflected in the large number of volunteers that are directly involved in the daily life of our school. Our School Council and Home and School each take an active role within the school.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

After an initial analysis by staff, we noted that in math 51% of our grade six students scored at levels 3 and 4. In Reading 48% and Writing 34% are at levels 3 and 4. We noticed a significant difference between the reading and writing results. The numbers performing at levels 3 and 4 did not meet our expectations. It is evident that writing needs to be addressed at all levels. Our intention is to examine the results and develop a school action plan through our school plan to improve overall performance. The School Council and Home and School will have an opportunity to discuss the plan and offer further suggestions. The final plan will identify specific strategies to be continued and new strategies to be implemented. As we develop the plan we will continue to implement all areas of the Ontario Math and Language Curriculum.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999					
Demographics (Grade 6)		Attitudes (Grade 6)		Girls	Boys
		(percent saying yes)			
5	Classes with Grade 6 Students	I like to read.		64%	50%
69	Grade 6 students	I am a good reader		75%	62%
1%	in English as a Second Language Program (ESL)	I like to write		64%	35%
4%	Exempted in all three subjects	I am a good writer.		54%	47%
7%	Receiving Special Education support	I like mathematics.		39%	53%
57%	Boys	I am good at mathematics.		30%	59%
43%	Girls	I do reading that is not part of my work at school.		68%	62%
0%	Of the students said they speak only or mostly in another language at home	I do writing that is not part of my work at school		75%	29%
3%	Of the students said they speak as often in English as in another language at home	I do mathematics that is not part of my work at school.		21%	38%
Overall Achievement (Grade 6)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		45%	32%	48%	
		48%	34%	51%	
Girls		57%	53%	43%	
		59%	57%	45%	
Boys		36%	15%	51%	
		39%	17%	56%	
ESL students		-	-	-	
Non ESL students		-	-	-	
Receiving Special Education support		-	-	-	
Not Receiving Special Education support		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 includes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

159

W. H. BALLARD SCHOOL

School Address: 801 Dunsmure Road
Hamilton, L8H 1H9
Telephone: (905) 547-1689
Fax. No.: (905) 547-9497

Principal: Mr. John Forbeck
Vice-Principal: Mrs. Susan Banks
Enrolment: 713 students
Grade Levels: JK to Gr. 8

W. H. Ballard Public School is a JK to Gr. 8 elementary school located in the east end of the city of Hamilton. As a part of the community for 75 years, W. H. Ballard provides a centre of care and activity for many families who have passed on family homes from generation to generation in order to stay in the community. While our ESL population is quite low (about 1%), our students requiring Learning Centre support is significant (almost 38 %). The school is fortunate to have 2 full time Learning Resource Teachers, a full time Guidance teacher, a full time Teacher-Librarian and a full time Computer Teacher as much valued resources. Co - Op students from community secondary schools and a McMaster Social Work student provide additional support for our students. Along with curriculum programming teachers offer extra-curricular events in sports, music, art and drama. Our School Council members are very interested in assessment results and improving the levels of achievement of their youngsters.

This year 4 grade 6 classes and 3 grade 3 classes worked with the EQAO testing. In each class the teachers introduced activities prior to testing from the sample activity packages.

Overall scores on the grade 3 testing improved from last year. Reading in Level 3 and 4 scored at 36% (an 11% improvement from last year). The boys' reading scores were 7% higher than the girls'. In writing grade 3 student scores were 31% (a 9% improvement from last year) in Levels 3 and 4. Girls' scored 6% higher than boys' overall. In math Levels 3 and 4 the grade scores for grade 3 were 36% (16% higher than last year) with an almost even mix of girls and boys. 16% of our grade 3 students required special education support. Student attitude responses indicated that students were more confident about their ability to read and write than their ability to understand mathematics.

The results of the grade 6 assessment were very similar. 37% of grade 6 students scored within the Level 3 and 4 range in reading with girls scoring 10% higher than boys. In writing 33% of students scored within the Level 3 and 4 range with girls exceeding boys by 14%. In mathematics grade 6 students had more difficulty with only 25% scoring within the Level 3 and 4 range and boys exceeding the girls by 6%. Because of learning disabilities, 5 students were exempted from the assessment. Grade 6 students noted more confidence and interest in reading and writing than in their mathematical abilities.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

Staff is encouraged by the improvement in grade 3 scores from last year. Of particular note is the increased number of students who scored within Level 4 this year. Grade 6 scores indicate an almost equal split in Level 2 and Level 3, 4 ranking for reading and a much greater proportion of students within Level 2 in both writing and math.

Currently underway through our School Plan and Literacy Team is a study of reading (stages, elements necessary for a complete reading programme). This plan will span 18 months for continual review and development. Teachers are working to develop assessment tools which align the curriculum, reporting and baseline reading assessments completed here. Programme strategies will be developed after analyzing the EQAO results for specific areas of weakness. These plans will be shared with School Council which also supports a need for parent information sessions. Numeracy will be addressed through continued in-servicing of staff on the Ontario Curriculum expectations, classroom strategies and resources needed.

Parents have received the individual reports and are encouraged to meet with their child's teacher to discuss concerns and strategies to assist with home programming.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)

3	Classes with Grade 3 Students
55	Grade 3 students
0%	In English as a Second Language Program (ESL)
2%	Exempted in all three subjects
16%	Receiving Special Education support
44%	Boys
42%	Girls
15%	Gender not specified
0%	Of the students said they speak only or mostly in another language at home
0%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 3)

(percent saying yes)

	Girls	Boys
I like to read.	79%	93%
I am a good reader.	71%	87%
I like to write.	57%	53%
I am a good writer.	78%	73%
I like mathematics.	64%	53%
I am good at mathematics.	57%	53%
I do reading that is not part of my work at school.	36%	40%
I do writing that is not part of my work at school.	43%	33%
I do mathematics that is not part of my work at school.	29%	40%

Overall Achievement (Grade 3)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	36%	31%	36%
Girls	35%	31%	37%
Boys	35%	35%	39%
ESL students	42%	25%	33%
Non ESL students	43%	26%	35%
Receiving Special Education support	0%	11%	0%
Not Receiving Special Education support	0%	12%	0%
French immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component.	43%	35%	43%
	43%	35%	43%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 6)

4	Classes with Grade 6 Students
105	Grade 6 students
0%	In English as a Second Language Program (ESL)
4%	Exempted in all three subjects
28%	Receiving Special Education support
48%	Boys
52%	Girls
0%	Gender not specified
2%	Of the students said they speak only or mostly in another language at home
7%	Of the students said they speak as often in English as in another language at home

Attitudes (Grade 6)

(percent saying yes)

	Girls	Boys
I like to read.	74%	57%
I am a good reader.	65%	84%
I like to write.	67%	53%
I am a good writer.	52%	47%
I like mathematics.	48%	55%
I am good at mathematics.	41%	60%
I do reading that is not part of my work at school.	59%	40%
I do writing that is not part of my work at school.	57%	53%
I do mathematics that is not part of my work at school.	35%	45%

Overall Achievement (Grade 6)

(percent at performance level)

	Reading Levels 3,4	Writing Levels 3,4	Mathematics Levels 3,4
All students	37%	33%	28%
Girls	39%	35%	26%
Boys	42%	40%	22%
ESL students	43%	41%	22%
Non ESL students	32%	26%	28%
Receiving Special Education support	34%	28%	30%
Not Receiving Special Education support	0%	7%	3%
	0%	8%	4%
	51%	43%	33%
	51%	43%	33%

A dash is used where the number of students in a group is fewer than 5 and results are not reported.

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.

Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data)

School Address: 60 Rolston Dr.,
Hamilton, ON L9C-3X7
Telephone: (905) 388-1502
Fax No.: (905) 388-1520

Principal: Mrs. E. Collins
Vice-Principal: Mr. D. Hazell
Grade Levels: six to eight
Enrolment: 406 students

Westview School is a middle school, with many cultures represented within the population, located on the west mountain between West 5th and Garth and Mohawk and Limeridge. The 406 students consist of 110 Grade 6 students, 124 Grade 7 students, 130 Grade 8 students, 10 self-contained SLD students and 33 self-contained gifted students. The catchment area for Westview School includes all residences between Upper James and Garth from the brow to the city limits south of Rymal road. Within the catchment area two buses operate: one from south of Stonechurch and the other from the brow. The three special education classes draw students from various areas of the system. The community has been a stable community with low mobility rates. Over the past few years there appears to be an increase in the mobility of families to the west of the school and an increased number of students whose first language is other than English. Staff organize a variety of activities including house league sports, school teams, numerous bands and two choirs. Westview is proud to have a school community that supports special events, charities and our hosting of interscholastic sporting events. Our Binder Reminder is enthusiastically supported by the School Council and contains our beliefs, responsibilities, routines, and expectations. Citizenship is a main focus here at Westview and is emphasized through our R's program: **Respects, Results, Responsibilities, and Representation.**

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff will meet and analyze these results and develop an Action Plan by January 21, 2000. School Council will have an opportunity to discuss the plan and offer further suggestions. The intent of the plan will be to identify specific strategies to be continued and/or implemented. Throughout the development of the plan we will continue to implement all areas of the Ontario Language and Math curriculum. Changes include adding additional instructional time in both Mathematics and Language, reorganizing our teaching assignments to provide the grade 6 teachers with a greater concentration on the grade 6 curriculum and focussing on problem solving and basic skills.

Grade 1 and Grade 5 Assessments of Reading and Mathematics 1998-1999		Writing and Mathematics 1998-1999	
Demographics (Grade 6)		Attitudes (Grade 6) (percent saying yes)	Girls Boys
6	Classes with Grade 6 Students	I like to read	70% 56%
121	Grade 6 students	I am a good reader	70% 63%
1%	In English as a Second Language Program (ESL)	I like to write	62% 48%
2%	Exempted in an other subject	I am a good writer	66% 50%
14%	Receiving Special Education support	I like mathematics	48% 59%
47%	Boys 50% Girls 2% Gender not specified	I am good at mathematics	41% 73%
5%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school	54% 58%
9%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school	54% 44%
		I do mathematics that is not part of my work at school	20% 42%
Overall Achievement (Grade 6)		Reading Levels 3,4	Writing Levels 3,4
(percent at performance level)			Mathematics Levels 3,4
All students		49%	41%
		50%	44%
Girls		57%	54%
		58%	47%
Boys		39%	28%
		41%	30%
ESL students		-	-
Non ESL students		-	-
Receiving Special Education support		6%	6%
		7%	7%
Not Receiving Special Education support		56%	47%
		56%	48%

A dash is used where the number of students in a group is lower than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

WESTWOOD PUBLIC SCHOOL

School Address: 9 Lynbrook Drive
Hamilton, Ontario,
L9C 2K6

School Phone : (905) 383-2143

School Fax : (905) 383-0025

Principal : Mrs. Susan Joyce

Grade Levels: JK to 5

Enrolment : 340

No. of Grade 3 students: 60

Families: 247

SCHOOL PROFILE:

Westwood Public School is located on the west mountain. It sits on a large campus that includes a Middle school (Grades 6,7,& 8) and a Composite Secondary school. The school was built in the early sixties. Westwood School has a student enrolment of 340 from Junior Kindergarten to Grade 5, as well two Autistic classes, which include all of the safety and transportation issues that go with having Special Education classes.

The school has an E.S.L. component made up from ten different language groups, with the three largest groups speaking Arabic, Kurdish and Vietnamese as their first language. Approximately 29% of our students are E.S.L., or come from an E.S.L. background. The school shares space with the YMCA School Age, BEFORE and AFTER school programme. We also have a Recreation Centre which is attached to the local secondary school that sits on the same campus. The school's gym is also rented out one night a week for a Karate class.

Over the past few years, there has been a change in the make-up of the community. We continue to have a large number of unemployed parents resulting in the decreased number of our students living in single detached homes. 78% of our student population are Transfers IN and OUT and approximately 45% of our students live in Subsidized Housing with only one parent.

Westwood School has a large PARENT VOLUNTEER PROGRAMME. They assist the teachers, the LRT, as well as run the Pediculosis Programme. The school enjoys a very healthy and supportive partnership with the School Council. The Council meets every second month and the work of the council is based on the School Plan. We will continue to work on keeping close ties with the Middle and the Secondary schools that share our students. Westwood continues to be a wonderful safe place to learn.

INITIAL RESPONSE:

From an initial cursory viewing of the school 1998-99 EQAO results staff are pleased with the overall results. Westwood school continues to perform above the Provincial Average. The Writing scores have gone up from 82% to 86%. Our Mathematics is down slightly by 3% while our Reading has dropped from 85 % to 71%. Mathematics is the school's primary School Goal this year with the development of higher thinking skills. Our Reading scores have been affected by our E.S.L. population. 8% of the group speak MOSTLY or ONLY in another language plus , another 12% speak as OFTEN in a second language as they do in English.

PARENT FOR ACTION PLAN:

Primary Staff will analyze the results of the 1999 scores and our 1998 Action Plan for improved academic achievement particularly in Reading. The Plan will be changed and/or adapted as required and shared with the staff and School Council in January, 2000. The Action Plan will be in effect by February, 2000. Parents and guardians have received their child's individual reports and have been encouraged to discuss the results with the classroom teachers. The parents will also be told what their role/job is in the Plan in order to help raise their child's level of academic achievement.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
3	Classes with Grade 3 Students	I like to read		88%	68%
60	Grade 3 students	I am a good reader		76%	74%
3%	In English as a Second Language Program (ESL)	I like to write		94%	56%
2%	Exempted in all three subjects	I am a good writer		76%	59%
18%	Receiving Special Education support	I like mathematics		60%	66%
57%	Boys	I am good at mathematics		56%	56%
43%	Girls	I do reading that is not part of my work at school		48%	41%
0%	Gender not specified	I do writing that is not part of my work at school		44%	41%
8%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school		36%	24%
12%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading		Writing	
(percent at performance level)		Levels 3,4		Levels 3,4	
				Mathematics	
				Levels 3,4	
		All students		73%	
		68%		76%	
		71%		65%	
		Girls		85%	
		69%		92%	
		72%		71%	
		Boys		82%	
		68%		79%	
		70%		79%	
		ESL students			
		Non ESL students			
		Receiving Special Education support		55%	
		36%		55%	
		40%		78%	
		Not Receiving Special Education support		94%	
		76%		81%	
		77%			

French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

Winona Public School
255 Winona Road,
Winona, Ontario, L8E 5L3
Phone: 643-4141
Fax: 643-4666

Grade Three Profile

Winona Public School

Principal: Mr. K. Kraeker
Grade Levels: K-8
Enrolment: 395 students

Winona Public School is located in the beautiful community of Winona, near the base of the Niagara escarpment. The school was originally built in 1900 and recent additions plus remodeling have produced a wonderful learning environment for our students. The school serves just under 400 students. The students may access our learning centre and resource programs when specific learning needs are identified. We are also fortunate to have an ESL instructor to meet the needs of a school population whose first language is not English. Our school plan priorities include the implementation of the new Ontario curriculum, assessment and evaluation of students, science and technology initiatives, safe school policy, peer mediation, integrating computers with the curriculum and effective communication with our community. Our school family has also established a social skills program structured upon our building blocks of the 8 I's, the 8 common sense items, the recipe for success, our 20 school routines, plus PRIDE, TEAM, IALAC and TEACHABLE.

The staff and community value and support a multitude of extra-curricular activities including house league programs, school teams, choirs, clubs, etc.

Winona Public School enjoys a healthy partnership with a very supportive School Council. Many Winona parents and community members serve as volunteers in the school. They help teachers and students as well as support a variety of activities that help make our school a great place to learn.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Our students are given the opportunity to experience a variety of activities which support them in their school life. The school motto is "A GREAT PLACE TO LEARN" and our students have every opportunity to experience this belief. We are indeed proud of our academic and social progress and continually strive to find ways to improve student academic and social growth and development.

School Response and Intent for Action

The staff have discussed these results and their meaning for future programming plus their significance when planning for instructional and assessment strategies. This information will be used to assist in the development of an action plan which will address the direction to be taken in the preparation and delivery of the EQAO process for this school year. The action plan, which will include specific recommendations to be implemented during the 1999-2000 school year will be shared with our School Council. Furthermore, this information and its interpretation will also be the focus for our entire staff assisting with the planning of math and language curriculum implementation. Every parent has been invited to visit with their child's teacher to discuss the content of their child's report and its relevance for future programming.

Data listed below identifies students performing at levels 3 and 4. We are greatly encouraged with the number of students performing at levels 2 and above. (Reading, 92%, Writing, 100%, Math 95%) Please note that these results were achieved by our students even though 23 % of the students were receiving special education support.

Demographics (Grade 3)		Assessments of Reading, Writing and Mathematics: 1998-1999		Girls		Boys	
		Attitudes (Grade 3)					
		(percent saying yes)					
2	Classes with Grade 3 Students	I like to read.		84%		72%	
44	Grade 3 students	I am a good reader.		84%		68%	
2%	In English as a Second Language Program (ESL)	I like to write.		89%		60%	
9%	Exempted in all three subjects	I am a good writer.		74%		64%	
23%	Receiving Special Education support	I like mathematics.		74%		56%	
57%	Boys	I am good at mathematics.		58%		56%	
43%	Girls	I do reading that is not part of my work at school.		63%		56%	
0%	Gender not specified	I do writing that is not part of my work at school.		79%		36%	
0%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		32%		20%	
11%	Of the students said they speak as often in English as in another language at home						
Overall Achievement (Grade 3)		Reading		Writing		Mathematics	
(percent at performance level)		Levels 3,4		Levels 3,4		Levels 3,4	
All Students		61%		64%		66%	
		69%		70%		72%	
Girls		68%		79%		74%	
		76%		83%		78%	
Boys		56%		52%		60%	
		64%		59%		68%	
ESL Students		-		-		-	
Non ESL Students		-		-		-	
Receiving Sp. Ed. Support		30%		30%		30%	
		50%		43%		43%	
Not Receiving Sp. Ed. Support		71%		74%		76%	
		73%		76%		79%	

A dash is used where the number of students in a group is fewer than 5 and the results are not reported. Method 1 (first line in a category) includes students who were exempted and students for whom no data were collected. Method 2 (second line in a category) excludes students who were exempted and students who did not complete any work during the assessment, i.e. no data.

Winona Public School
255 Winona Road,
Winona, Ontario, L8E 5L3
Phone: 643-4141
Fax: 643-4666

Grade Six Profile

Winona Public School

Principal: Mr. K. Kraeker
Grade Levels: K-8
Enrolment: 395 students

Winona Public School is located in the beautiful community of Winona, near the base of the Niagara escarpment. The school was originally built in 1900 and recent additions plus remodeling have produced a wonderful learning environment for our students. The school serves just under 400 students. The students may access our learning centre and resource programs when specific learning needs are identified. We are also fortunate to have an ESL instructor to meet the needs of a school population whose first language is not English. Our school plan priorities include the implementation of the new Ontario curriculum, assessment and evaluation of students, science and technology initiatives, safe school policy, peer mediation, integrating computers with the curriculum and effective communication with our community. Our school family has also established a social skills program structured upon our building blocks of the 8 I's, the 8 common sense items, the recipe for success, our 20 school routines, plus PRIDE, TEAM, IALAC and TEACHABLE.

The staff and community value and support a multitude of extra-curricular activities including house league programs, school teams, choirs, clubs, etc.

Winona Public School enjoys a healthy partnership with a very supportive School Council. Many Winona parents and community members serve as volunteers in the school. They help teachers and students as well as support a variety of activities that help make our school a great place to learn.

We are a community of life long learners who work together to respect our different economic, cultural and physical needs. Our students are given the opportunity to experience a variety of activities which support them in their school life. The school motto is "A GREAT PLACE TO LEARN" and our students have every opportunity to experience this belief. We are indeed proud of our academic and social progress and continually strive to find ways to improve student academic and social growth and development.

School Response and Intent for Action

The staff have discussed these results and their meaning for future programming plus their significance when planning for instructional and assessment strategies. This information will be used to assist in the development of an action plan which will address the direction to be taken in the preparation and delivery of the EQAO process for this school year. The action plan, which will include specific recommendations to be implemented during the 1999-2000 school year will be shared with our School Council. Furthermore, this information and its interpretation will also be the focus for our entire staff assisting with the planning of math and language curriculum implementation. Every parent has been invited to visit with their child's teacher to discuss the content of their child's report and its relevance for future programming.

Data listed below identifies students performing at levels 3 and 4. Students in grade six performing at levels 2, 3 and 4 are as follows: Reading 78%, Writing 78% and Math 75%. Please note also that 15% received special education support and 12% indicated that they speak in another language at home as they speak English.

Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999			
Demographics (Grade 6)		Attitudes (Grade 6)	
		(percent saying yes)	Girls Boys
2	Classes with Grade 6 Students	I like to read.	69% 46%
40	Grade 6 students	I am a good reader.	77% 46%
2%	In English as a Second Language Program (ESL)	I like to write.	46% 46%
8%	Exempted in all three subjects	I am a good writer.	46% 54%
15%	Receiving Special Education support	I like mathematics.	8% 62%
55%	Boys 45% Girls 0% Gender not specified	I am good at mathematics.	23% 69%
4%	Of the students said they speak only or mostly in another language at home	I do reading that is not part of my work at school.	62% 38%
12%	Of the students said they speak as often in English as in another language at home	I do writing that is not part of my work at school.	62% 46%
		I do mathematics that is not part of my work at school.	15% 46%
Overall Achievement (Grade 6)		Reading	Writing
(percent at performance level)		Levels 3,4	Levels 3,4
			Mathematics
			Levels 3,4
All Students:		48%	42%
		51%	46%
Girls		50%	56%
		53%	59%
Boys		45%	32%
		50%	35%
ESL Students		-	-
Non ESL Students		-	-
Receiving Sp. Ed. Support		-	-
Not receiving Sp. Ed. Support		-	-

A dash is used where the number of students in a group is fewer than 5 and the results are not reported. Method 1 (first line in a category) includes students who were exempted and students for whom no data were collected. Method 2 (second line in a category) excludes students who were exempted and students who did not complete any work during the assessment, i.e. no data.

School Address: 575 Woodward Avenue
Hamilton, Ont. L8H 6P2
School Phone: 545-8819
School Fax: 545-8826



Principal: Mrs. P. Hutchinson
Grade Levels: JK - 5
Enrolment: 265
Hamilton-Wentworth D.S.B. Information: 527-5092

School Profile

Woodward Avenue School is located in the east end of Hamilton in an area bounded by the Red Hill Creek, Lake Ontario and the Industrial core. The school built in 1952 presently has four (4) portables. It serves the area around Woodward and the Hamilton Beach Strip community. Our community is a very stable working class one with many of our students being second or third generation Woodward students.

Our school programs include daily silent reading, a bookworm club and the Second Step Social Skills program. The grade two's are part of a McMaster University Psychology department research project. They are looking at learning style criteria that causes some children to have difficulty learning to read. In the Spring, we will be part of the Cat III norming group. This year we are working to implement the New Ontario Curriculum with an emphasis on Mathematics and Literacy. Special Education programs include one Learning Resource Teacher and a primary/junior Multiple Handicapped class.

We have many parent volunteers who are in the school on a daily bases. Many of them begin their day by attending our daily assembly where we highlight the social skills theme of the week, recognize accomplishments and provide students with opportunities for public speaking, singing and performing. Students at Woodward are provided many opportunities to interact with the community with guest speakers, special event days and trips. They are given the opportunity to experience a variety of activities.

SCHOOL RESPONSE AND INTENT FOR ACTION PLAN

The staff has met for an initial cursory viewing of the school data. We intend to compare the results to the standardized testing we did in September and to the report cards for first term to see if there is consistency between the three measures. Next we are going to look at our program delivery in all grades to see if we can determine what we are doing that resulted in a positive change in our results and to determine what is missing in the areas where we had a negative change. We are implementing a set of changes that we are measuring the effect of, to determine if the changes will result in greater student achievement.

Grade 3 and Grade 5 Assessments of Reading, Writing and Mathematics: 1998-1999

Demographics (Grade 3)		Attitudes (Grade 3)		Girls	Boys
		(percent saying yes)			
2	Classes with Grade 3 Students	I like to read.		64%	65%
34	Grade 3 students	I am a good reader		64%	55%
0%	In English as a Second Language Program (ESL)	I like to write		100%	65%
0%	Exempted in all three subjects	I am a good writer		79%	65%
21%	Receiving Special Education support	I like mathematics		50%	50%
59%	Boys	I am good at mathematics.		29%	55%
41%	Girls	I do reading that is not part of my work at school		43%	45%
0%	Gender not specified	I do writing that is not part of my work at school		57%	70%
3%	Of the students said they speak only or mostly in another language at home	I do mathematics that is not part of my work at school.		50%	45%
18%	Of the students said they speak as often in English as in another language at home				
Overall Achievement (Grade 3)		Reading	Writing	Mathematics	
(percent at performance level)		Levels 3,4	Levels 3,4	Levels 3,4	
All students		24%	26%	18%	
		24%	26%	18%	
Girls		29%	50%	21%	
		29%	50%	21%	
Boys		20%	10%	15%	
		20%	10%	15%	
ESL students		-	-	-	
		-	-	-	
Non ESL students		-	-	-	
		-	-	-	
Receiving Special Education support		0%	0%	0%	
		0%	0%	0%	
Not Receiving Special Education support		30%	33%	22%	
		30%	33%	22%	
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component		-	-	-	
		-	-	-	

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e. No Data)

Yorkview School EQAO Results

Initial Response Summary

Yorkview School has a school population of 273 students arranged in classes from Senior Kindergarten to Grade 5. There is one self-contained special class of students identified as Junior Mild Intellectual Disability. The average class size in the primary division is 22.5. The average Junior division class is 29. In 1998-99, there were two straight grade 3 classes of 20 students and one multi grade 3 & 4 class of 20 students. In 1999-2000, there is one straight grade 3 class of 26 and one multi grade 3 & 4 class of 24 students. Support staff and teachers total 23 members.

Yorkview is comprised of a main building and a four classroom port-a-pak. It includes a gymnasium, library, resource room, computer lab, French room and 11 classrooms.

Initial examination of Yorkview results shows that Mathematics was the area in which most students achieved Levels 3 or 4, followed by Reading, and Writing.

The teaching staff will be analysing the results of the EQAO assessment as well as the school plan for addressing the 1998-99 EQAO results. The analysis will consist of comparisons between assessment results, where appropriate, and an examination of strand by strand results within each subject area. The teaching staff will make recommendations for continuing and/or changing initiatives intended to improve student learning in the areas of Mathematics, Writing, and Reading. The plan will be developed in consultation with the Yorkview Home and School Council, and in conjunction with the County West plan for addressing EQAO results.

Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999					
Demographics (Grade 3)				Girls	Boys
Attitudes (Grade 3)					
(percent saying yes)					
3	Classes with Grade 3 Students			100%	48%
49	Grade 3 students			47%	52%
0%	In English as a Second Language Program (ESL)			87%	45%
6%	Exempted in all three subjects			67%	45%
8%	Receiving Special Education support			47%	41%
67%	Boys	33%	Girls	40%	55%
0%	Of the students said they speak only or mostly in another language at home	0%	Gender not specified	67%	72%
5%	Of the students said they speak as often in English as in another language at home			60%	28%
				33%	28%
Overall Achievement (Grade 3)					
(percent at performance level)					
				Reading Levels 3,4	Writing Levels 3,4
					Mathematics Levels 3,4
All students				63%	55%
Girls				67%	59%
Boys				62%	69%
ESL students				67%	73%
Non ESL students				64%	48%
Receiving Special Education support				68%	52%
Not Receiving Special Education support				-	-
French Immersion Option B: Students wrote the Reading and Writing components in English and a French translation of the Mathematics component				-	-

A dash is used where the number of students in a group is fewer than 5 and results are not reported.
Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (i.e., No Data).

The Hamilton-Wentworth District School Board

M E M O R A N D U M

Approved for distribution
by the Director

Signature:

M. Matier

Date:

Nov 24/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education
Carol MacKenzie, Ontario Curriculum Consultant - The Arts

Date: November 24, 1999

Re: ***Elementary Music Survey Report******Recommended Action:***

Moved by _____ that the elementary Music Survey Report be received for information.

Rationale:

In response to a Board request for information, a music survey was distributed to all elementary schools. This report is a compendium of the responses received by cluster and some observations about the state of the instructional music program in our schools.

The new Ontario Curriculum consists of seven documents released over the last two years; the focus for implementation and staff development in our Board has been Language, Mathematics and Science and Technology. The Ontario Curriculum: The Arts, 1-8 with its strands of Music, Visual Arts, Dance and Drama is a particularly challenging new curriculum with high expectations for students. Although there has been some support for implementation addressed to this document in the form of in-services such as Arts Revive and the development of integrated arts modules (Grade 1-8) which are soon to be released for piloting in the system, it is clear that some of our schools are experiencing difficulties in providing the music program as required by the curriculum.

The music curriculum is intended to help students develop understanding and appreciation of music, as well as practical skills, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction. It is well documented that the intellectual and emotional development of children is enhanced through the study of music. An interesting and challenging program in music not only develops practical artistic skills, but also enables students to sharpen their ability to reason and to think critically, and to explore their emotional responses to the music. It is therefore essential that a balanced music program be offered – one that includes both listening and music making and that may appeal to a wide variety of students. Children learn to love music when they have opportunities to experience it in the context of a rich and varied curriculum.

In the primary grades, students will develop their musical knowledge and skills through listening to music, manipulating some basic elements of music, and exploring repertoire from a variety of cultures. In Grade 1, they will begin to develop their ability to sing, learn about pitch, beat, tempo, and dynamics, and experiment with sound. In Grade 2, they will continue to sing, using head tones, and will also learn to use patterns of sound to create compositions. In Grade 3, students will be introduced to the idea of melodic contour, and will continue to broaden their understanding of the elements of music through listening, singing, playing, and composing. During the primary grades, students will learn how to use and care for musical instruments properly, will become familiar with acceptable audience behaviour, and will develop the ability to work with others.

Students in Grades 4 to 6 will focus on the development of the ability to read music and on learning about form and the use of tone colour. In Grade 4, students will begin to read standard notation in the treble clef. They will develop melodic ostinati, which will add a simple harmonic dimension to their compositions. They will also begin to use conducting patterns, and will aurally identify the instruments of the orchestra. In Grade 5, students will learn to use key signatures and to identify the major scale, and will give some attention to creation of mood in compositions. In Grade 6, students will investigate musical texture, and will begin to study music of the Baroque and Classical periods. Students in Grades 4 to 6 will also be expected to work in both large and small groups to solve musical problems, and by the end of Grade 6 they should be able to provide constructive feedback regarding the efforts of others.

Students in Grades 7 and 8 will consolidate the knowledge gained in the earlier grades and will work with repertoire of greater complexity. In Grade 7, students will be encouraged to develop their knowledge of conducting further. They will listen in particular to music of the Romantic period and will identify some of the main characteristics of Romantic music. They will also compare Romantic music with Baroque and Classical music. In Grade 8, students will be expected to read and perform works of greater rhythmic and tonal complexity. Listening selections will include works from four historical periods of music (i.e., Renaissance, Baroque, Classical, and Romantic). Students in both grades will have opportunities to solve musical problems in groups and individually, and will be expected to support their criticism of their own and others' musical efforts with logical arguments.

All teachers of music will develop meaningful programs that will enable their students to achieve the expectations for music in each grade. Teachers with training in a particular approach to the teaching of music (e.g., the Kodaly or Orff method) will find that they can offer a challenging and enjoyable program tailored to the needs of their students, while enabling their students to meet the expectations set out in this document.

In the sections that follow, which describe expectations in music for Grades 1 to 8, some repetition has been necessary to reflect the progressive nature of skills development. Expectations dealing with skills that continue to be of major importance as students progress from grade to grade are repeated for all relevant grades. Progression is indicated either by means of increasingly complex examples or by modifications in the expectations. It should also be noted that all the skills described in these expectations continue to be developed and refined as students move on through the grades, whether or not they are repeated.

*Music Education in
HWDSB Elementary Schools
1999-2000*



STATUS REPORT - MUSIC EDUCATION IN HWDSB ELEMENTARY SCHOOLS

1999-2000

Analysis by Cluster

Ontario Curriculum is mandatory, and therefore the grade by grade expectations for the strand of Music in "The Arts" document are also mandatory. A survey was sent to all elementary schools to determine the degree of implementation of music programming within the instructional timetable, and to determine the expertise of the teachers delivering such programs. Based on the results of that survey, it is evident that music programs in The Hamilton-Wentworth District School Board vary greatly.

We very much appreciate the honesty and candor with which the schools completed the surveys sent to them. There are many schools that have exemplary music programs in place. It is important to stress however, that where schools indicate insufficient music instruction is being provided to students, it is because of the hard reality of many factors which include some or all of the following:

- ~ the complexity of the music curriculum itself with new rigorous expectations that demand a certain level of expertise in the subject area by grade 4;
- ~ the inability to find qualified staff within the board who are interested in and prepared to teach music;
- ~ the impact of the Ministry funding model on staffing formulae that sometimes force schools to make choices about which "specialty subjects" are forced from the rotary schedule;
- ~ an increased demand from the community for more specialty programming in areas such as information technology, computers and physical education.

The schools have offered many comments, concerns and potential solutions to the issues around delivery of music programs, and they are summarized in this report as well.

In this report, the term "music specialist" for JK-5 programs refers to a teacher who has at least part II music additional qualifications through a Faculty of Education, and/or Kodály, Orff, ETM music certification. For grades 6-8 programs, "music specialist" refers to teachers with a Bachelor of Music, Instrumental Part I, or Vocal Part II, and/or Kodály or Orff certification. The amount of time available in the classroom schedule devoted to the delivery of music curriculum is also a key component in the program's instructional success. A minimum of 60 minutes in a 1500 minute week is required to afford students the opportunity to demonstrate all of the expectations in the music program.

Within the Observations/Interpretation section of each cluster's analysis, the following legend applies:

*bold and underlined:

~ the ideal model for delivery of music - allows ample opportunity for students to meet Ontario Curriculum expectations in music.

underlined:

~ an appropriate model for delivery of music - allows sufficient opportunity for students to meet Ontario Curriculum expectations in music.

Mountain West

JK-8 or Middle Schools
(5 schools)

Instrumental music (grades 6-8)

Westview, Chedoke, Cardinal Heights, R.A. Riddell and Norwood Park (5 schools) are offering instrumental music on rotary to students in grades 6-8, with specialist teachers and adequate time-tabling.

Programming for JK-5 in JK-8

Norwood Park and R.A. Riddell schedule at least 50 minutes per week to their grades 1-5, taught by a music teacher except for the grade 1's at Riddell - taught by homeroom teacher.

Primary /Junior Schools

Buchanan Park, Queensdale, Seneca, Gordon Price up to grade 4 Pauline Johnson for its grades 1 and 2's offer music on rotary at least 2 times per week, and the program is delivered by a music specialist or a teacher with music background. Mount View and Holbrook schedule music for most classes at least 2 times per week, delivered by teachers with some/limited music backgrounds. Helen Detwiler, Gordon Price grade 5, Pauline Johnson grades 3-5 and Westwood offer music taught by a specialist/teacher with considerable background, one class per week. James MacDonald, Ridgemount, Ryckman's Corners and Linden Park offer music as an integrated subject that is delivered by the homeroom teacher with varying degrees of comfort in teaching music.

Observations and Interpretation

*100% of schools with grades 6-8 offer instrumental programming delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

*33% of schools with grades 1-5 offer music programs to at least one division that are delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

27% of schools with grades 1-5 offer music programs taught by teachers with sufficient music in their background, and are on rotary at least 2 times per week, which provides students with the opportunity to demonstrate Ontario Curriculum expectations in music.

20% of schools with grades 1-5 offer limited instructional time for music on a timetables (less than 2 times per week) and the classes are taught by teachers with varying backgrounds in music. Therefore, opportunities for students to demonstrate Ontario Curriculum expectations in music are inconsistent.

20% of schools with grades 1-5 offer limited music programs; classes are offered by teachers with very limited or no music background, and instructional time devoted to music may be unstructured and random. In these situations it is very difficult for students to demonstrate Ontario Curriculum

expectations in music.

MOUNTAIN WEST -- PR JR SCHOOLS

6-5

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Mountview (JK - 5)	√ 70 min per week			√ 1 - 5		
Gordon Price (JK - 5)	Gr. 1 3 x 30 per 5 day 2 - 90 min 3 - 80 min 4 - 60 min 5 - 40 min				√ 1 - 5	
Ridgemount (JK - 5)		√				
Buchanan Park (JK - 5)	√ 1 - 5 2 x 30 in 5 days			√ JK - 5 →	Some use of orff 1 - 5	
Ryckman's Corners (JK - 5)		√		√		
Linden Park (JK - 5)		√		√		
Queensdale (JK - 5)	√ 1 - 5 60 x 1500			√ JK - 5	√ Gr. 5 recorders	
Helen Detwiler (JK - 5)	√ 1 x 40 per week				√ JK - 5	
James MacDonald (JK - 5)				√		

MOUNTAIN WEST -- PR JR SCHOOLS -- continued 6-6

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER <u>NOT</u> TEACHING MUSIC	
	ALTERNATI VE INSTRUMENT AL	COMBINED VOCAL/ INSTRUMENT AL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Mountview (JK - 5)			√	√ Dave Liscombe			√ No	
Gordon Price (JK - 5)				√ P. McKenna	√ E. D'Angelo 1, 2, 3, 5		Yes	
Ridgemount (JK - 5)			√					
Buchanan Park (JK - 5)					√ JK - 5 Dawn Martens		Yes	Teachers will be overwhelmed if they have to handle all arts expectations
Ryckman's Corners (JK - 5)			√				No	Without specialist teacher and music on a timetable, music (Arts) is often short changed as teachers struggle to meet expectations in Eg., Math, Science
Linden Park (JK - 5)			√				No	- the music (as all arts) is delivered by classroom teachers (generalists). Concer with the rigours of th OC (Lang, Math, Sci) - the arts suffer without specialists - not enough time, teachers uncomfortable
Queensdale (JK - 5)			√ teacher with music back- ground		√ Mme Cyr Gr. 1, 2		Yes teaches 2 classes (I think this refers to Mme Cyr)	- we are fortunate to have teachers with music backgrounds who switch to teach music to other classes
Helen Detwiler (JK - 5)						√ Chirs Fazzari		- we went from 60 min → 40 because staffing formula reduced the flexibility - lunch supervision cut choir activities
James MacDonald (JK - 5)			√				Yes	Erosion of FTE over past few years has led to deterioration in student skills as we have been forced to eliminate music specialists - this coupled with a new set of expectations that challeng even a specialist means we are not delivering the curriculum

MOUNTAIN WEST -- PR JR SCHOOLS

6-7

DELIVERY IN THE TIMETABLE

TYPE OF PROGRAM

SCHOOL

ON ROTARY

INTEGRATED

OTHER

VOCAL

VOCAL WITH
ORFF/
RECORDERS

INSTRUMENTAL

Seneca
(JK - 5)

√ 2 x 30 per week

√ 1 - 5 orff

Westwood
(JK - 5)

1 - 5 1 x 40 min
periods

√ 1 - 5

Holbrook
(JK - 5)

Some 2 x 30

√

√ 1 - 5

Pauline Johnson
(JK - 5)

JK, SK 1 x 30 min
1 - 2 2 x 30 min
3 - 5 1 x 30 min

√ 1-4

√ 5

MOUNTAIN WEST -- PRJR SCHOOLS -- continued 6-8

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY					
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary	QUALIFIED TEACHER NOT TEACHING MUSIC	
Seneca (JK - 5)						√ Susan McDonald- Payette	Yes	All students should be taught by qualified music (and gym teachers -- as in Halton
Westwood (JK - 5)	√ Gr. 3 - 2 classes of ukelele		√ except jrs.		√	√ Elaine Ruplen for jrs.	No	- loss of choir/not able to offer ukelele to all classes
Holbrook (JK - 5)			√		√ Dawn Murray		No	- we are lucky to have a flexible music teacher who also teaches P.E. & information skills.
Pauline Johnson (JK - 5)			√ 3 - 5			√ Michelle Fawcett Gr. 1-2 2 x/week Gr. J/SK & 3 - 5 1 x/week		

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/ RECORDERS	INSTRUMENTAL
Westview (6 - 8)	√ 2 x 50 min in a 6 day cycle					√ 6 (April - June) 7, 8
Chedoke (6 - 8)	√ 6 2 x 50 per week 7, 8 3 x 50 quadmestered					√ 1/2 yr Gr. 6 7, 8 (quadmestered)
Cardinal Heights (6 - 8)	√ 2 x 50 per 5 day cycle				√ Gr. 6	√ Gr. 6 - 8
R. A. Riddell (JK - 8)	√ 1 - 5 1 x 50 per 5 days 6 - 8 2 x 50 per 5 day				√ Gr. 1 - 5	√ Gr. 6 - 8
Norwood Park (K - 8) F. I.	√ 1 - 5 2 x 30 per week √ 6 - 8 2 x 45 per 4 day cycle				√ K - 5 4, 5 have recorders	√ 6 - 8

MOUNTAIN WEST -- K - 8 or MIDDLE SCHOOLS -- continued 6-10

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATI VE INSTRUMENT AL	COMBINED VOCAL/ INSTRUMENT AL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Westview (6 - 8)		√ 6 (Sept to March) recorders				√ Leslie Morgan		<ul style="list-style-type: none"> - music program integral to the school - extra curricular (choir, Jazz, Jr. & Sr. bands, vocal jazz) - strongly supported by community
Chedoke (6 - 8)		√ Gr. 6				√ L. Howard		<ul style="list-style-type: none"> - we do not get enough money to repair instruments (budget cut by 2/3) - do not have a running sink in music room (disinfecting) - addition of lunchroom puts a strain on rehearsals
Cardinal Heights (6 - 8)		Gr. 6 - 8 √				√ Kathleen Desloges	No	
R. A. Riddell (JK - 8)			√ Gr. 1			√ Gr. 2 - 5 √ 6 - 8 Dorothy Haartman	No	
N. d Park (K - 8) F. I.						√ Suzanne Waller	No	<ul style="list-style-type: none"> - Not having enough instruments for the Gr. 6, 7, 8 program - cost of upkeep - need long-range plan in school to maintain/replace instruments through budget and fundraising

Mountain East**JK-8 or Middle Schools**

(6 schools)

Instrumental music (grades 6-8)

Hampton Heights, Burkholder, Lawfield and Highview middle schools are offering instrumental music on rotary to students in grades 6-8 (4 schools). G.L. Armstrong and C.B. Stirling schools are offering instrumental music on rotary to students in grades 6-8 (2 schools). Music specialists are responsible for these programs.

Programming for JK-5

in middle school (2 schools)

C.B. Stirling offers music to primary/junior grades on a rotary basis, and the program is delivered by a music specialist.

G.L. Armstrong has a music program that is primarily delivered by the homeroom teacher in an integrated fashion.

Primary /Junior Schools

(JK-5) (11 schools)

Vern Ames, Lincoln Alexander, Sherwood Heights, Peace Memorial, Franklin Road and Lisgar schools deliver music on rotary at least 2 times per week, and the program is delivered by a music specialist (6 schools). Fernwood Park, Huntington Park offer music on rotary or exchange at least 2 times per week, delivered by teachers with some music background (2 schools). Eastmount Park and Thornbrae offer music as an integrated course or on mini-rotary, delivered primarily by the homeroom teacher or teachers with "limited" music background (2 schools). Richard Beasley offers music as an integrated program, delivered by the classroom teacher (1 school).

Observations and Interpretation

*100% of schools with grades 6-8 offer instrumental programming delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

*54% of schools with grades 1-5 offer music programs that are delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.
15% of schools with grades 1-5 offer music programs taught by teachers with sufficient music in their background, and are on rotary at least 2 times per week, which provides students with the opportunity to demonstrate Ontario Curriculum expectations in music.

16% of schools with grades 1-5 offer limited instructional time for music on a timetables (less than 2 times per week) and the classes are taught by teachers with varying backgrounds in music. Therefore, opportunities for students to demonstrate Ontario Curriculum expectations in music are inconsistent.

15% of schools with grades 1-5 offer limited music programs; classes are offered by teachers with very limited or no music background, and instructional time devoted to music may be unstructured and random. In these situations it is very difficult for students to demonstrate Ontario Curriculum expectations in music.

MOUNTAIN EAST -- PR JR SCHOOLS

6-12

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Fernwood Park (JK - 5)	1 - 5 2 - 3 x per week 30 or 40 minutes		Vocal Music Assembly of 4/s and 5/s -- 1 x per week	2, 3, 4, 5	1 Gr. 4/5 class	
Richard Beasley (JK - 5)		√ - expected to plan 2 music periods per week but integrated		√ some		
Vern Ames (JK - 5)	2 x 30/35 min per week				√ 1 - 5 mallet inst.	
Lincoln Alexander (JK - 5)	1 - 5 3 x 30 in 5 days				√ K - 5	
Sherwood Heights (JK - 5)	2 x 30 min per week				√ with orff 1 - 5	
Huntington Park (JK - 5)	4 - 5 3 x 40 on a 5 day (some is drama) 1 - 2 2 x 40 on a 5 day cycle JK/SK 2 x 40			√ JK, SK, 1, 3, 4, 5	√ 4 - 5	
Peace Memorial (JK - 5)	1 - 5 2 x 30 per week				√ and Kodaly 1 - 5	
Lisgar (JK - 5)	1 - 5 2 x 30 per week				√ with orff 1 - 5	
Eastmount Park (JK - 5)	JK - 3 1 x 40 4 - 5 145 min/4 week cycle			JK - 3 √	√ 4 - 5	
Franklin Road (JK - 5)	1 - 3 60 per week 4 - 5 70 min per week				√ + kodaly 1 - 5	

MOUNTAIN EAST -- PR JR SCHOOLS -- continued 6-13

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Fernwood Park (JK - 5)			✓	✓ Scott Whittington			No	Every school should have an itinerant music teacher not at the expense of computer or PE person, most teachers are teaching their own music and struggling with OC music demands, research has repeatedly shown that music is equally important to other subject areas in creating well-educated human beings
Richard Beasley (JK - 5)			✓				Yes	A concern that needs to be addressed through next year's staffing - we just purchased a CD/resource program to use 1 - 5 due to lack of interest/knowledge on staff (offers some theory, history, vocal and appreciation)
Vermont (JK - 5)						✓ Susan McDonald Payette	Yes	Increased staffing is needed to ensure that every school has a qualified music teacher - most staff lost their music teacher due to the staffing formula
Lincoln Alexander (JK - 5)						✓ Karen Andreychuk	No	
Sherwood Heights (JK - 5)				✓ Cathy Wallace (B. Mus)		✓ Peter Brown		
Huntington Park (JK - 5)			✓	✓ S. Buwalda A. Mouriopoulos	✓ S. Buwalda		No	Teachers (with & without music backgrounds) interested in workshops
Peace Memorial (JK - 5)						✓ Foti Houlios	No	
Lisgar (JK - 5)						✓ Jeannie Hughes	No	
Eastmount Park (JK - 5)			✓ JK - 3	✓ Cyndy Norman JK - 3 ✓ 4/5 Richard Reble			Yes No	- more inservices with practical ideas - \$ to purchase programs - bring back music teacher in staffing formula
Franklin Road (JK - 5)						✓ Marianne Bailey	Yes Connie Tucker Louise Booth Renee Craw- ford	

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Thornbrae (JK - 5)	1 - 5 varies eg. Gr. 4 1 x 40 min per week eg. Gr. 1 2 x 40 min [per week eg. Gr. 2 2 x 40 min eg. 1 x 40 min per week for Gr. 4 & 5	√ 1 x 40 sometimes √ 2 x 30 min week		√ Gr. 2 √ Gr. 4	√ Gr. 4 & 5	

MOUNTAIN EAST -- PR JR SCHOOLS -- continued 6-15

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATI VE INSTRUMENT AL	COMBINED VOCAL/ INSTRUMENT AL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Thornbrae (JK - 5)			√ Gr. 4 Gr. 1 Gr. 2	Gr. 2 - Mrs. Shepherd √ Gr. 4	√ Villia Milic			<ul style="list-style-type: none">- list of current appropriate songs per grade level &- related resources (tapes)- appropriate multicultural songs- inventory, appropriate storage for rhythm instruments- I need a set of 60 spoons (celtic music initiative)- whole approach to Arts is like asking GP to do by-pass surgery- Mini-rotary to accommodate a philosophy of education that says arts are not valued - they are more important than ever- We need qualified music teachers to cover the OC expectations- Unrealistic to expect generalists to do what now goes beyond what specialists did- Resources pertaining to OC lacking (eg. Music from different periods, cultures) -> develop Music Kits- Tapes-songs/dances- Instruments- Pictures of orchestral instruments & instruments from other cultures- Curriculum depends too much on technicalities (in pr. Grades esp.)- Artists in the Classroom?

MOUNTAIN EAST -- JK - 8 OR MIDDLE SCHOOLS

6-16

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Hampton Heights (6 - 8)	√ 23 x 40 in a 5 day cycle					√ 6 - 8
Burkholder Middle School (6 - 8)	6 2 x 40 per week 7 - 8 2 x 40 per week			√ Gr. 6		√ 7, 8
Lawfield Middle School (6-8)	6 2 x 50 in a 6 day cycle (1 - vocal 1 - recorder) 7 - 8 2 x 50 in a 6 day cycle				6	7, 8
Highview (6 - 8)	1 x 40 per 4 day cycle					6, 7, 8 √
G. L. Armstrong (JK - 8)		6, 7, 8 - 45 min every other day	1 - 5 classroom teacher on class timetable	1 - 0 5		6 - 8
C. B. Stirling (JK - 8)	1 - 5 2 x 35 per week 6 - 8 2 x 40 per week				√ 1 - 3 orff 4 - 5 recorders	6 - 8

MOUNTAIN EAST -- JK - 8 or MIDDLE SCHOOLS-- continued

6-17

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER <u>NOT</u> TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Hampton Heights (6-8)						✓ Michael Popek		
Burkholder Middle School (6 - 8)				✓ Jane Longmate 6		✓ Nick Tsucuca 7, 8	Yes	- escalating costs of Ins. Music - inability to provide remedial program to support students experiencing difficulty - lack of appropriate sound-proof rooms/practice rooms - noise levels for other classes - personal costs to students (reeds etc.) - a program which is very much appreciated by the vast majority of students and which provides a very real sense of accomplishment for them
L... d Middle School (6 - 8)					✓ Mark Fraser	Simon Wheeldon 6 Paul Barber 7 - 8 Simon Wheeldon	Yes Pat Pislo	
Highview (6 - 8)	Recorders 6					✓ Jennifer Bell	No	
G. L. Armstrong (JK - 8)			✓			✓ 6, 7, 8 Bob Unger	Yes	- cut backs have caused us to lose our 1 - 5 Music Teacher - now classroom teachers do it - very uncomfortable - quality of program has suffered
C. B. Stirling (JK - 8)	4 - 6 - 1 unit rhythm drums, latin percussion	6 - 8 4 - 5				✓ Ken Williams		

County West

JK/K-8

Programming for grades (6), 7 and 8
Instrumental Music programs

Historically, 3 County West schools have always had traditional instrumental music programs: Flamborough Centre, Spencer Valley and Dr. John Seaton. Other "middle" or "intermediate" music programs have been combinations of vocal or "general" music classes. With the initiation of the "Instrumental Music Start Up Grant" approved by the board, Dundas District and Ancaster Senior are implementing new instrumental music programs this year. For the first time this year as well, Mary Hopkins now has a grade 7 class. They travel to Flamborough Centre this year to receive instruction in instrumental music.

Flamborough Centre, Dr. John Seaton, Spencer Valley, Dundas District Ancaster Senior (commencing February 2000) and Mary Hopkins (grade 7 only) (6 schools) are offering instrumental music on rotary to students in grades (6)7-8, with instruction by specialist teachers and with adequate time-tabling.

Other intermediate music programs

Balaclava school offers combined vocal and recorder/orff programming for grades 6 to 8, delivered twice a cycle by a qualified music teacher

Programming for grades
1-5 or 6 at JK-8/middle schools

Sheffield/Dr. John Seaton, Balaclava, Mary Hopkins and Flamborough Centre offer 2 music classes per cycle, delivered in combination by classroom teachers and a teachers with music background, and in the case of Mary Hopkins, with a specialist.

Primary/Junior Schools
(grades JK/K-6)

Queen's Rangers, Beverly Central/Lynden, Fessenden, offer music programming with a minimum of 2 classes per cycle, delivered by a music specialist. C.H. Bray has a music specialist on staff, and programming varies from 1 to 2 classes per cycle to each grade. Central Park, Guy Brown, Greenville, Millgrove, Pleasant Valley and Dundana have music programs offered by teachers with varying degrees of music backgrounds, but schedule music for a minimum of 60 minutes per cycle. Maple Lane/Grange schedules music between 30-80 minutes per cycle, depending on the class, offered by classroom teachers and/or teachers with some background in music. Yorkview, Dundas Central, and Rousseau deliver their programs through the homeroom teacher, and it is taught as an integrated subject, or (Rousseau) on class timetable once a week.

Observations and Interpretation

*86% of schools with grades 7-8 offer instrumental programming delivered by a music specialist and with appropriate time-tabling for students to demonstrate Ontario Curriculum expectations in music.

*14% of schools with grades 7-8 offer music programs delivered by a music specialist and with appropriate time-tabling for students to demonstrate Ontario Curriculum expectations in music.

*22% of schools with grades 1- 5 or 6 offer music programs that are delivered by a music specialist and with appropriate time-tabling for students to demonstrate Ontario Curriculum expectations in music.

50% of schools with grades 1-5 offer music programs taught by teachers with sufficient music in their background and are on rotary at least 2 times per week, which provides students with the opportunity to demonstrate Ontario Curriculum expectations in music.

28% of schools with grades 1-5 offer limited music programs; classes are offered by teachers with varying degrees of music background, sometimes quite limited, and instructional time devoted to music may be unstructured and random. In this type of situation, it is very difficult for students to demonstrate Ontario Curriculum expectations in music.

COUNTY WEST - PR JR SCHOOLS

6-77

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Maple Lane/Grange (K - 6)	√ 30 - 80 min per week varies with teachers	√ Gr. 3		√ JK/K, 5	√ 1, 1/2, 3, 4, 5 & 6	
Dundana (K - 6)			√ timet-abled by HR teachers		√ Vocal & orff JK - 4 Vocal & recorders 5, 6	
Pleasant Valley (K - 6)	√ 2 x 30 or 40 minutes every day				√ 1 - 6 orff rhythm instruments	
Yorkview (K - 5)		√		√ K - 5		
Beverly Central/Lynden (K - 5)	√ 2 x 40 min per week			√ K, 1, 2	√ Vocal & recorders Gr. 3, 4, 5 (winter term recorder)	
Dundas Central (K - 6)		√		√ JK - 6		
Rousseau (K - 6)	√ 1 - 5 1 x 40 per 5 day cycle			√ SK - 6		
Queen's Rangers (K - 6)	√ 2 periods in a 5 day schedule				√ 1 - 6 with rhythm instruments only	

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Maple Lane/Grange (K - 6)			✓	✓ Grange Trevor Price Maple Lane - Arleen Downs			Yes	School Council paid for Mrs. Hunt (cons of Music) to deliver ORFF lessons & purchased instruments
Dundana (K - 6)			✓	✓ Janice Jacobs Kirby Moncur Gary Bateman Erica Poulsen			-	K. Moncur - more a "mini rotary"
Pleasant Valley (K - 6)			✓	✓ Mary Malcolmson	✓ Nancy MacPherson		Yes	Does own class and one exchange class - do more exchanges
Yorkview (K - 5)			✓				No	
Beverly Central/Lynden (K - 6)						✓ Anne Jones	No	
Dundas Central (K - 6)			✓				No	We tried during postings to entice a "music" person on to our staff, without success. No applicants with this qualification, some willing.
Rousseau (K - 6)			✓				No	Have recorders but no trained music teacher - a problem - trying to use community resources
Queen's Rangers (K - 6)				✓ Lori Preston (jr.) Fiona Oogterbaan (prim)		Lori Preston - Gr. 8 vocal 2 theory orff/kodaly	No	Fiona leaves Christmas - must replace Gr. 3/ with music If you don't have music person, most HR teachers feel uncomfortable and music put on a back burner We need to hire P/J teachers with areas of strength ie music, computers, phys. Ed., library, etc. We have ordered pr. Classroom music resource to assist HR teachers Building orff instruments/ukelele resources - have Christmas musical Uke Club/Vocal Strings program Parents act as resources on occasion.

DELIVERY IN THE TIMETABLE

TYPE OF PROGRAM

SCHOOL

ON ROTARY

INTEGRATED

OTHER

VOCAL

VOCAL WITH
ORFF/
RECORDERS

INSTRUMENTAL

Millgrove
(K - 5)Gr. 1 - 3 2 x 40 every
5 days
Gr. 4 - 5 rotary 2 x 40
every 5 days

√ SK - 3

√ Gr. 4 - 5

Greenville
(K - 5)

2 x 40 min per week

√ Gr. 1, 2

√ Vocal &
recorder Gr. 3
Gr. 3, 4, 5 vocal,
recorders ukeleleFessenden
(K - 6)

2 x 40 min per week

√ JK - 6 vocal &
recordersC. H. Bray
(K - 6)Some teachers 1 x 40
or 2 x 40 per week

√ some teachers

√ JK - 3

√ 4 - 6

Central Park
(K - 5)Gr. 1, 2 1 x 30 min
per week
Gr. 3 2 x 30 min per
week
Gr. 4, 5 music with
Orff instruments 1 x
30 min in Fr. Class

√ Gr. 1 - 5

Guy Brown
(K - 6)80 min per 5 day
cycle

SK - 5 √

Gr. 3

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATI VE INSTRUMENT AL	COMBINED VOCAL/ INSTRUMENT AL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Millgrove (K - 5)			√ K - 2 some Gr. 3 class		√ Gr. 3, 4, 5 Doug Callowhill		No	- music has taken a back seat because of urgency around OC: Math, English, Science - we need to hear as a system music is important - skill development can no be hit and miss project - we need skilled teachers even if we go the itinerant route
Greensville (K - 5)			√	√ Valerie Inksetter			Yes	
Fessenden (K - 6)						√ Carol Smith	No	
C. H. Bray (K - 6)			√			√ Chris Tondreau B. Mus	No	
Central Park (K - 5)			√ Gr. 4, 5 & volunteer		√ Gr. 1 - 5 Joan Simpson			
Guy Brown (K - 6)			√	√ John Crozier (teachers combine classes - pr.)			No	Thursday noon hour - 4 students take violin

COUNTY WEST K-8 or MIDDLE SCHOOLS 6-23

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Ancaster Senior (7, 8)	3 x 40 min in a 6 day cycle					
Flamborough Centre (JK - 8)	1 - 5 √ 2 x 40 min in a 6 day cycle 6 - 8 2 x 50 min in a 6 day cycle	√		√ JK - 3	√ Gr. 4, 5	√ Gr. 6, 7, 8
Dundas District (6, 7, 8)	Gr. 6 1 x 50 per 6 days Gr. 7, 8 2 x 50 min per 6 days				√ gr. 6 recorders	√ Gr. 7, 8
Sheffield/Dr. J. Seaton (JK - 8)	K - 3 3 x 40 days per 6 days Gr. 4-6 2 x 40 per 6 days Gr. 7, 8 3 x 40 per 6 days			√ K - 3	√ Gr. 4 - 6	√ gr. 7, 8
Spencer Valley (6, 7, 8)	2 x 50 min per 6 day			√ Gr. 8 Jan - June	√ Vocal & recorders until Jan - then switch to instruments	√ Gr. 6-8 co. and jazz band
Mary Hopkins (K - 7)	4 x 40 min on a 12 day cycle 1 - 6 2 x 40 for Gr. 7 + 2 instrumental at F. Centre			√ 1 - 7	Gr. 5, 6 - recorders	Gr. 7 - at F. Centre
Balaclava (JK 8)	1 - 4 2 x 40 per 6 day 5 - 8 2 x 40 per 6 day	K also 1-4		√ K - 4	√ 5 - 8	

COUNTY WEST K-8 or MIDDLE SCHOOLS - continued

6-24

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER <u>NOT</u> TEACHING MUSIC	
	ALTERNAT IVE INSTRUMEN TAL	COMBINED VOCAL/ INSTRUMENTA L	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Windsor Senior (7, 8)		√ in process of introducing instrumental music - vocal & instrumental will be semestered				√ Brenda Snyder Alice Mendelsohn Deanne Chambers	No	
Windsor Centre (JK - 8)			√ 1 period	√ each Gr. 1-5 T. Cowles		√ N. Stewart	Yes	
Dundas District (6, 7, 8)					√ Lisa Humphrey	√ Steve James	No	
Sheffield/Dr. J. Seaton (JK - 8)				√ Gr. 1-6 Don Durant, Laurie Hurrman Jinnie Wilson		√ Gr. 7-8 John Belanger	No	
Speers Valley (6, 7, 8)		√ G. 7 both all year				√ Debbie Ashworth (Joanne Romanow assists with piano and concert programs & musicals)		- concert and jazz band all year long - Instrumental music must be sequential and consistent to be successful - needs 2 or 3 rehearsals & numerous sectionals per week - - time needed for fundraising, repair, rental and purchasing Teachers need to be freed up by administrators from heavy academic preps/course work
Mary Hopkins (K - 7)			√	√	√ Gr. 6-7 Julie Bentley	√ Mary Beth Wheeler Gr. 1 - 5 Gr. 6 & 7 vocal	No	
Balaclava (JK - 8)			√	√ Cathy Conway Gr.1/2, 1 Fran Bull Gr. 3 & 2 Gr. 4	√ 5 - 8 Barb Stanley			

County East

JK/K-8
(12 schools)

Programming for grades
6-8 at JK-8 schools

At present there are no grade 7-8 traditional instrumental music programs in County East schools. Programming in this cluster's schools takes the form of vocal, with alternate instrumental programs including Orff, ukulele and recorder, etc.

At Mount Albion, Mountain View, Janet Lee, Billy Green, and Winona (5 schools) music is on the instructional timetable for at least 2 periods in a week, and the program is delivered by a specialist or a teacher with considerable background in music. At Memorial (1 school) music is on the timetable 2 times per cycle for grades 7 & 8, not grade 6, and the program is delivered by a teacher with background in music. At Tapleystown, Eastdale and Mount Hope (3 schools), music is delivered by teachers with backgrounds in music and/or specialists, but are timetabled at 1 period per week. Bellmoore, Green Acres and Collegiate (3 schools) offer music to grades 6-8 in an integrated fashion or minimum of once per week, and the program is delivered by classroom teachers or on mini-exchange.

Programming for grades
1-5 at the JK-8 schools

At Billy Green, Mountain View and Winona (3 schools) music is on the instructional timetable for at least 2 periods in a week, and the program is delivered by a specialist. At Mount Albion, Collegiate and Memorial (3 schools), music is offered 2 times a cycle by a teacher with a background in music. At Janet Lee, Tapleystown, Mount Hope, and Eastdale (4 schools), music is scheduled on the timetable for 1 period a week, or a set number of minutes per day, offered by teachers with some or limited background in music. At Green Acres and Bellmoore (2 schools), music is offered in an integrated fashion by the classroom teacher or teacher with some to limited background in music.

Primary/Junior Schools
(grades JK/K-6) (3 schools)

Parkwood, R.L.Hyslop, and Bellstone deliver their music programs in an integrated model, and by the classroom teacher. Music backgrounds of the teachers varies.

Observations and Interpretation

0% of schools with grades 7-8 offer traditional instrumental programming delivered by a music specialist.

*42% of schools with grades 7-8 offer music programs that are delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

33% of schools with grades 7-8 offer limited instructional time for music on a timetable (less than 2 times per week) and the classes are taught by teachers with varying backgrounds in music. Therefore, opportunities for students to demonstrate Ontario Curriculum expectations in music are inconsistent.

25% of schools with grades 7-8 offer limited music programs; classes are offered by teachers with very limited or no music background, and instructional time devoted to music may be unstructured and random. In these situations it is very difficult for students to demonstrate Ontario Curriculum expectations in music.

*20 % of schools with grades 1-6 offer music programs that are delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

20% of schools with grades 1-6 offer music programs taught by teachers with sufficient music in their background and are on rotary at least 2 times per week, which provides students with the opportunity to demonstrate Ontario Curriculum expectations in music.

60% of schools with grades 1-5 offer limited music programs; classes are offered by teachers with very limited or no music background, and instructional time devoted to music may be unstructured and random. In these situations it is very difficult for students to demonstrate Ontario Curriculum expectations in music.

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/ RECORDERS	INSTRUMENTAL
R. L. Hyslop (JK - 6)		√		√ JK - 6		
Parkwood (JK - 6)		√		√ JK - 6		
Bell-stone (JK - 6)		√		√ JK - 6		

COUNTY EAST - PR JR SCHOOLS-- continued 6-27

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATI VE INSTRUMENT AL	COMBINED VOCAL/ INSTRUMENT AL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
R. L. Hyslop			√				No	Lack of instrumental requires us to focus on theory for Jr and use of community resources (eg. Hamilton Place)
Parkwood (JK - 6)			√				No	
Bell-stone (Jk - 6)			√				No	

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Green Acres (JK - 8)		√ to allow for integration of special ed. students		√ JK - 8		
Mount Albion (K - 8)	Gr. 1, 3, 4 90 minutes/1600 Gr. 6, 7, 8 90 minutes/1600	Gr. 2, 5		√ SK - 5	√ 6 - 8	
Collegiate (JK - 8)	Gr. 1 - 5 2 x 40 min per week Gr. 6 - 8 1 x 40 min per week	√ some do integrated units eg. Gr. 4		√ vocal with recordings 1 - 8	√ Gr. 6	
Memorial (JK - 8)	2 x 40 min per 5 day cycle			√ JK - 8		
Mountain View (K - 8)	2 x 40 per 6 day cycle			√ K - 3	√ 4 - 8	
Janet Lee (JK - 8)	Gr. 5-8 2 x 40 min per 6 days Gr. 3-4 1 x 40 min per 6 days	√ Gr. 1 5-20 min each day √ Gr. 2 15 min each day		√ K - 4	√ 5 - 8 7 & 8 recorders mainly	
Billy Green (JK - 8)	Gr. 1 - 5 2 x 40 min per 6 days Gr. 6 - 8 3 x 40 min per 6 days				√ 5/6 - 8 JK - 5 - orff alternative tone bells, percussion, no recorders yet	
Tapleystown (SK - 8)	K - 6 1 period per 6 day cycle 7 - 8 1 period per 6 day (50 min.)			√ K - 8	√ 4 - 6 recorders	
Winona (K - 8)	Gr. 1 59/1920 Gr. 2 114/1920 Gr. 3 114/1920 Gr. 4 117/1920 Gr. 5 76/1920 Gr. 6 76/1920 7 - 8 38/1920			√ 1 - 6	√ 7 - 8	
Mount Hope (JK - 8)	1 - 3 2 x 40 in 5 days 4 - 8 1 x 40 in 5 days				√ 1 - 8	

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Green Acres (JK - 8)			√ JK - 5	√ J. Palubski, D. Buchel Gr. 1 - 5 D. Buchel Gr. 6			No	
Mount Albion (K - 8)			√ Gr. 2, 5, SK	√ Gr. 1, 3, 4 Anne Thomson Barb Redman	√ Gr. 6 - 8 Mary Burfoot		No	
Collegiate (JK - 8)			√ 1 - 5 √ 6 - 8	√ Sonya Trinh 1 - 5			No	
Memorial (JK - 8)			√ 1 - 6	√ 7 - 8 Suzan Brown			No	
Mountain View (K - 8)					√ K - 3 Janet Raven	√ 4 - 8 Barb Hambleton	No	We are fortunate to have staff
Janet Lee (JK - 8)			√ 1 - 4 Gr. 2 - 15 min per day Sharon Allchin Gr. 3 - 40 min per 6 days Gr. 4 1 period for each 6 days			√ 5 - 8 Sharon Allchin	No	
Billy Green (JK - 8)					√ 1 - 5 Carol Naismith	√ 6 - 8 Ruth O'Connor		Very positive atmosphere and great students
Tapleystown (SK - 8)			√	1 - 6 "mini- rotary" Linda Astle, Judy Kraeker, Joanne Petitt(Pr)	7 - 8 Ken Busato		No	J. Pettit has Part 1 Instrumental Parts 1, 2 vocal
Winona (K - 8)						√ Rhonda Bingle- Lang	No	
Maple Hope (JK - 8)				√ 1, 1/2 Linda McDonald 2/3, 3 Linda Boria		√ Gary Mus 7 - 8		

COUNTY EAST -- JK - 8 SCHOOLS

6-30

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/ RECORDERS	INSTRUMENTAL
Eastdale (JK - 8)	6 - 8 1 x 40 in a 5 day cycle (1 x 40 for Drama & 1 x 40 for Visual Arts)			√ Gr. 2, 2/3, 4, 5	√ JK, SK, 1 - rhythm instruments	
Bellmoore (JK - 8)	1 - 8	1 - 8 √		√ 1 - 8		

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATI VE INSTRUMENT AL	COMBINED VOCAL/ INSTRUMENT AL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Eastdale (JK - 8)		Gr. 3, 6, 7, 8 vocal & ukelele instruments & band & sr. choir	√ 1 - 5	√ Gr. 3 Bev Houslander		√ 6 - 8 Bev Houslander	No	
Bellmoore (JK - 8)			√ 1 - 5	7 - 8 Shirley Enos			No	Music is a complex subject best delivered by a specialist, but current staffing allocations, especially in small schools, make this virtually impossible

City East

8 JK-8 or Middle Schools

Instrumental music
(grades 6-8)

Memorial, Viscount Montgomery, W.H. Ballard, Lake Avenue and Glen Brae are offering instrumental Music on rotary to students in grades 6-8 (5 schools) Queen Mary offers "Band" as an extra-curricular activity (1 school)

NO instrumental music offered to 6-8 students at Hillcrest, or Red Hill/Bagshaw (2 schools)

Alternate Programming
(grades 6-8)

Hillcrest offers no other programming in lieu of instrumental music

Programming for JK-5
in JK-8 schools
(6 schools)

Red Hill/Bagshaw - offering one term of music for grade 7 only Memorial, Red Hill/Bagshaw, Queen Mary, Viscount Montgomery, W.H. Ballard, Lake Avenue offer music to primary/junior grades in either a mini-rotary situation or as an integrated program Of the 6 schools that have JK-8, Memorial, Red Hill/Bagshaw, Viscount Montgomery, Lake Avenue have music programs that are primarily offered by home room teachers, Queen Mary has a teacher with "some" music background, and Ballard's programs are offered by teachers with music background, except for grades 4 & 5 - these classes get music from the homeroom teacher

Primary Junior Schools
(11 schools)

Sir Wilfrid Laurier, Parkdale, Lloyd George offer music programs on rotary at least 2 times per week, and have music specialists (3 schools) Roxborough Park offers music 2 times per week and the program is delivered by a teacher with music background Woodward and Sir Isaac Brock offer music on rotary 1 time per week, delivered by teachers with some music background (2 schools) Glen Echo, Fairfield, A.M. Cunningham, Rosedale, Hillsdale, (5 schools) offer music as an integrated course delivered primarily by the homeroom teacher or teachers with "limited" music background.

Observations and Interpretation

*75% of schools with grades 6-8 offer instrumental programming delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

25% of schools with grades 6-8 offer no instrumental music programming and do not provide appropriate timetabling for music instruction because of lack of music specialist on staff, and therefore students cannot demonstrate Ontario Curriculum expectations for music.

*18% of schools with grades 1-5 offer music programs that are delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music.

50% of schools with grades 1-5 offer music programs taught by teachers with varying degrees of music in their background, and on limited timetables (less than 2 times per week). Therefore, opportunities for students to demonstrate Ontario Curriculum expectations in music are inconsistent.

32% of schools with grades 1-5 offer limited music programs; classes are offered by teachers with very limited or no music background, and instructional time devoted to music may be unstructured and random. In these situations it is very difficult for students to demonstrate Ontario Curriculum expectations in music.

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Glen Echo (JK - 5)			Classroom teacher delivers program (no set time)	√		
Sir Wilfrid Laurier (JK - 5)	2 x 40 min in a 5 day cycle				√ Gr. 1 - 5	
Fairfield (JK - 5)		√		√ K - 5		
Woodward (JK - 5)	√ 45 min in a 6 day cycle			√ 1 - 5	√ Club for Gr. 3 - 5	
A.M. Cunningham (JK - 5)		√		√		
Roxborough Park (JK - 5)	√ 1 - 5 2 x 30				√ 1 - 5	
Parkdale (JK - 5)	3 x 40 per week				√ SK - 5	
Rosedale (JK - 5)		√		√ JK - 5		

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Glen Echo (JK - 5)			✓				No	
Sir Wilfrid Laurier (JK - 5)						✓ Mary - Margaret Morris	No	- Scheduling is far from ideal - 4 Gr. 1 classes have only 3 classes each in a 2 week period when they should be getting 4 - any last period class gets 30 min as opposed to 40 - Gr. 4's from 3/4 have been combined with another gr. 4 & 3 class for music - 40 children - program delivery/evaluation is dramatically compromised due to classroom management challenges
Fairfield (JK - 5)			✓				Yes	- only qualified teacher fully assigned to LRT/Library program - staffing allocation forces choice between music & P.E. - P.E. has been choice for rotary specialist's assignment/ programming
Woodward (JK - 5)			✓	✓ Shirley Pauls Sue Morrane			-	- concern re quality of instruction because of teachers limited background in music - lack of comfort, competence - music instruction/ evaluation as part of daily assembly (?)
A.M. Cunningham (JK - 5)			✓				No	
Roxborough Park (JK - 5)			✓ Gr. 3 teachers do own		✓ Mark Novakavic 1 - 5 (except Gr. 3)		Yes	Gr. 1 teacher in the past taught music but prefers not to anymore
Parkdale (JK - 5)						✓ Pat Evans		Teachers want program taught by a specialist
Rosedale (JK - 5)		✓ on Gr. 3 class - ukelele		✓ Jan Augustyn Lyn Cowden Beth Callowhill			No	- lost person willing to teach music to juniors when she had to declare surplus - Beth Callowhill will do ukeleles to Gr. 3 class & to 25 Gr. 3, 4, 5 students

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/ RECORDERS	INSTRUMENTAL
Sir Isaac Brock (JK - 5)	√ 1 x 40 per week			√ 1 - 5		
Hillsdale (JK - 5)		√		√ JK - 5		
Lloyd George (JK - 5)	1 - 5 2 x 40 min in 5 days				√ 1 - 5	

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Sir Isaac Brock (JK - 5)				✓ Debbie Vergara			No	- music is important to Staff, parents and students - need to have a music background person to provide a sound skill base level - as a principal staffing a school I want HR teacher with music not an itinerant (∴ available for events throughout the year)
Hillsdale (JK - 5)			✓ JK - 3	✓ Gr. 4, 5 Mary Catherine Ralston Mrs. McDiarmid- Campbell			Yes	
Lloyd George (JK - 5)						✓ Patricia Evans	No	

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Memorial (JK - 8)	6 - 8 3 x 50 min	1 - 5 ✓		✓ 1 - 5		
Hillcrest (6 - 8)	Nil					
Red Hill/Bagshaw (JK - 8)		✓ 1 - 5		✓ ✓ Gr. 7 (One term only)		
Queen Mary (JK - 8)		✓ 1 - 5 60 min. 6 - 8 (? Min)		✓ 1 - 5		Extra curricular
Viscount Montgomery (JK - 8)	6 - 8 2 periods (45 min) per 6 day cycle Gr. 6 - 2 periods (1 vocal, 1 instrumental)			✓ JK - 6		6 - 8 (recorders for 1/2 of Gr. 6)
W. H. Ballard (JK - 8)	✓ K - 3 80 min per 6 day ✓ 4 - 5 80 min per 6 day ✓ 6 - 8 125 min per 6 day cycle				✓ JK - 3, Gr. 6	Gr. 7, 8
Lake Avenue (JK - 8)	✓ Gr. 1 - 3 1 x 30 every other day 75 per week Gr. 4, 5 2 x 30 per week Gr. 6, 7, 8 2 x 60 in a 4 day cycle for 1/2 yr.	✓		✓ 1 - 5	✓ 1 - 3 orff Gr. 5 recorders	Gr. 6, 7, 8
Glen Brae (6 - 8)	20 cycle 2 x 60					✓

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Memorial (JK - 8)		√ 6 - 8	√ 1 - 5			√ 6 - 8 Ken Ward	Yes	
Hillcrest (6 - 8)								NO music program
Red Hill/Bagshaw (JK - 8)			√ 1 - 5	√ Gr. 7 Erllys Davies			No	Gr. 6 and 8 - no program - Used to have instrumental music - all instruments at Dundas District now - Could not hire a qualified teacher - No instrumental music program at 7, 8 - impact on Glendale music program - band - extra curricular
Queen Mary (JK - 8)				√ 1 - 5 Kelly Church Sandra Devins- Lidgley.			Yes	
Viscount Montgomery (JK - 8)			√ 1 - 5	√ Gr. 3 Vicki Kovacevic		√ Gr. 5 Glen Brown 6 - 8 Glen Brown	No	- Instruments should not be removed from schools where band program has been discontinued - need for specialists who will use the instrument - PJ program has suffered terribly please restore teaching staff who are qualified
W. H. Ballard (JK - 8)		√ Gr. 6 vocal/ instrumental	√ 4, 5		√ 1 - 5 Lark Walker	√ Gr. 7, 8 Tanya Saunders	No	Gr. 4 & 5 do not get a music program delivered by a specialist
Lake Avenue (JK - 8)			√ Gr. 4, 5		√ Gr. 1 - 3 Mrs. Kapoor √ Gr. 6 - 8 Elaine Chrystman		No	- A. Woodrow - music qualified supply teacher - All students 4 - 6 should have recorder instruction. not expensive - A strong vocal program would benefit curriculum - Generalist teachers feel insecure delivering Ministry expectations
Glen Brae (6 - 8)		√ current OC is doing this				√ Sandra Hanlon	No	OC has moved program from 180-120 per cycle - time needed for Drama/ Dance - concern re cut to school day next year - what will go? - parents expect award - winning bands (as per past) but it cannot happen with dilution of program

City West

JK-8 or Middle Schools

(5 schools)

Instrumental music (grades 6-8)

Dalewood, Tweedsmuir, Bennetto, Ryerson, and Prince of Wales (5 schools) are offering instrumental music on rotary to students in grades 6-8. Adelaide Hoodless (1 school) is offering instrumental music to students in grades 7 & 8. Music specialists are responsible for these programs, and the subject is time-tabled at least 2 times 40 or 50 minutes in a cycle.

Programming for JK-5 in JK-8 schools

Adelaide Hoodless offers music to grades 1-5 as an integrated subject, taught by the classroom teachers with limited or no music background. The grade 6 students are given music by a teacher who has specialist qualifications, but does not teach on rotary. Prince of Wales school offers music programming that is integrated into the homeroom schedule or offered on a mini-rotary schedule.

Primary /Junior Schools

King George school delivers music on rotary at least 2 times per week, and the program is delivered by a music specialist to its primary grades. Central, Allenby, G.R.Allan and Prince Phillip time-table music at least 2 times per week, delivered by teachers with sufficient music background (4 schools). Hess St. Strathcona, Dr. Davey, Queen Victoria and Glenwood offer music as an integrated course or on mini-rotary, delivered primarily by the homeroom teacher or teachers with "limited" music background (5 schools). King George (junior level), Stinson, Centennial, Gibson, Earl Kitchener, Robert Land, Sanford offer music as an integrated program, delivered by the classroom teacher (7 schools).

Observations and Interpretation

*84% of schools with grades 6-8, offer instrumental programming delivered by a music specialist and with appropriate timetabling for students to demonstrate Ontario Curriculum expectations in music. 16% offer an instrumental program to grades 7 & 8, delivered by a teacher with considerable background in music. (which indicates 100% for grades 7 & 8).

*0% of schools with grades 1-5 offer music programs that are delivered by a music specialist and with appropriate time-tabling for students to demonstrate Ontario Curriculum expectations in music, (although 5% of these schools do offer specialist programming to the primary division 2 classes per week.)

22% of schools with grades 1-6 offer music programs taught by teachers with sufficient music in their background, and are on rotary at least 2 times per week, which provides students with the opportunity to demonstrate Ontario Curriculum expectations in music.

39% of schools with grades 1-5 offer music programs taught by teachers with varying degrees of music in their background, and on limited timetables (less than 2 times per week). Therefore, opportunities for students to demonstrate Ontario Curriculum expectations in music are inconsistent.

39% of schools with grades 1-5 offer limited or integrated music programs; classes are offered by homeroom teachers with moderate, limited or no music background, and instructional time devoted to music may be unstructured and random. In these situations it is very difficult for students to demonstrate Ontario Curriculum expectations in music.

CITY WEST SCHOOLS -- PR JR SCHOOLS 6-40

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
King George (JK - 6)	√ 1 - 3 2 x 30 min per week	√ 4 - 6		√ 1 - 3		
Stinson Street (JK - 5)		√ is on time-table for classroom		√ JK - 5		
Centennial (JK - 5)		√ 1 - 5		√ JK - 5		
Hess Street (JK - 6)	√ 1 x 30 min on a 5 day cycle			√ 1 - 3	√ 4 - 6	
Strathacona (JK - 5)		√ - specific time-tabled subject		√ JK - 6	√ developing a program with a teacher who has expertise	
Dr. Davey (JK - 5)		√ 1 - 5		√ 1 - 5		
Gibson (JK - 5)		√		√ JK, SK 1, 2, 3	√ 4, 5 - recorders JK - rhythm instruments	
Earl Kitchener (JK - 5)		√		√ JK - 5		
Central (JK - 5)	√ 2 x 30 min per week				√ 1 - 5	
Queen Victoria (JK - 5)		√		√ JK - 5		

CITY WEST SCHOOLS -- PR JR SCHOOLS -- continued 6-41

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
King George (JK - 6)			√ 4 - 6			√ 1 - 3 Mary Beth Wheeler	No	
Stinson Street (JK - 5)			√ JK - 5				Yes	
Centennial (JK - 5)			√ JK - 5				Yes	PE for release time because people had more music expertise than Phys. Ed. - school CD - 50 songs - assemblies - quality of music skills has diminished without specialist training
Hess Street (JK - 6)					√ Ron O'Brien			
Strathacona (JK - 5)			√	√ Alison Simpson LTO beginning to implement			No	Concern voiced at Council meetings have asked for community support - parent helping with choir (has qualifications)
Dr. J. J.vey (JK - 5)				√ Moira Graham			Yes	
Gibson (JK - 5)			√				Yes	
Earl Kitchener (JK - 5)			√				No	Tremendous concern among parents about loss of music program - - using opportunities in community to augment classroom - tapping parent volunteers - planning musical events - parents don't understand why Halton can have music specialist and we have to choose
Central (JK - 5)				√ Nadine Wilkes (Part 2)			No	
Queen Victoria (JK - 5)			√	√ Mark Novakovic .5 (shared with Roxborough Park)				Small schools find it difficult to create a mini- rotary - there is no surplus release time - teacher with music skills can exchange but that means their home class has many different teachers filling in

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Glenwood sp. Day school)		√		√		
Allenby JK - 5)	√ 1 - 5 2 x 30 min per week				√ 1 - 5	
G. R. Allan JK - 5)	√ 1 - 5 2 x 30 min on a 5 day cycle	√ classroom teachers supplement	√ school wide listening program - 5 min. daily		√ 1 - 5	
Robert Land JK - 5)		√		√ JK - 5		
Sanford Avenue JK - 5)		√		√		
Prince Philip JK - 5)	√ 1 - 5 2 x 30 min per 5 day			√ SK - 3	√ Gr. 4, 5	

CITY WEST SCHOOLS -- PR JR SCHOOLS -- continued 6-43

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Glenwood (Sp. Day School)			✓	✓ Debi Russell Cathy Rowe			No	- would benefit from having a music therapist on contract - run a very limited music program - students from several classes get together 1 x a week to sing favourite songs
Allenby (JK - 5)				✓ Allana Moore			No	
G. R. Allan (JK - 5)			✓ all classes	✓ Betty Ann Matthews Mary Crane		✓ Colleen Kurtz	No	- things are so tight "staff wise" that we have to make use of a variety of ways to offer music - only .5 music teacher - all 11 classes (bilingual - both Fr. & Eng. Classes) - remaining classes covered by mini rotary - all teachers expected to supplement classes with integrated work - whole school - 5 min listening program
Robert Land (JK - 5)			✓	✓ meet once a week, not mini-rotary Judy Vandendoll Wendy Maloney			No	Difficult to teach curriculum expectations without an itinerant specialist
Sanford Avenue (JK - 5)			✓					No itinerant music
Prince Philip (JK - 5)					✓ Barb Yarwood		No	Outstanding program - community supportive

CITY WEST SCHOOLS -- JK - 8 OR MIDDLE SCHOOLS **C-44**

SCHOOL	DELIVERY IN THE TIMETABLE			TYPE OF PROGRAM		
	ON ROTARY	INTEGRATED	OTHER	VOCAL	VOCAL WITH ORFF/RECORDERS	INSTRUMENTAL
Adelaide Hoodless (JK - 8)	√ 7 - 8 3 x 40 in a 5 day cycle	1 - 5 √		√ JK - 5	√ Gr. 6	√ 7, 8
Dalewood (6 - 8)	√ 100 min in a 5 day cycle					√ 6, 8
Tweedsmuir (6 - 8)	3 or 4 50 min periods per week -- semestered				√ Gr. 6 - short unit	√ 6, 7, 8
Bennetto (6 - 8)	√ 2 or 3 times per 5 day cycle (50 min) Gr. 6 - 2 Gr. 7, 8 - 3					√ Gr. 6, 7, 8
Ryerson (6 - 8)	√ 6 - 8 2 x 50 min per 5 day cycle				√ Gr. 6	√ 7, 8
Prince of Wales (JK - 8)	6 - 8 2 x 50 min per 5 day cycle	1 - 5 √		√ JK - 3	√ Gr. 4, 5	√ Gr. 6, 7, 8

6-45

CITY WEST SCHOOLS -- JK - 8 or MIDDLE SCHOOLS -- continued

SCHOOL	TYPE OF PROGRAM -continued		DELIVERED BY				QUALIFIED TEACHER NOT TEACHING MUSIC	
	ALTERNATIVE INSTRUMENTAL	COMBINED VOCAL/ INSTRUMENTAL	Classroom teacher (own class)	Teacher with some music background - "mini" rotary or exchange	Teacher with some music background - rotary	Music specialist On rotary		
Adelaide Hoodless (JK - 8)	Gr. 4 - 8 about 30 students - also violin program		√ 1 - 5		√ Gr. 6 Clive Shephard Gr. 4 Beth Grosso √ Gr. 7, 8 Gary LaPeare		Yes	Clive Shephard has a music specialist but prefers not to teach music Mary Sobota - instrumental music specialist teaching Gr. 5 as a change (health) - full time music is very demanding
Dalewood (6 - 8)		√ Gr. 6 - first half of year vocal				√ Natalie Bastow	No	Music too valuable to lose - need a subject specialist on staff - music appreciation is not a complete program
Tweedsmuir (6 - 8)						√ Nancy Minotti	No	Success of music program is a result of consistency from year to year in amount of rotary time - crucial for skill development
Bennetto (6 - 8)		√ Koday rhythm and SOLFEG - instrumental starts December				√ C. G. Behr		
Ryerson (6 - 8)						√ Dave Thierry		
Prince of Wales			√ 1 - 5	√ 1 - 5 P. Barnes		√ 7, 8 S. Hibert	No	

STATUS REPORT - MUSIC EDUCATION IN HWDSB ELEMENTARY SCHOOLS 1999-2000

Summary of Comments, Concerns and Practical Solutions Offered By Schools

Those schools that are fortunate enough to have specialists/qualified music teachers on staff are very pleased about their music programmes. Schools without strong music programmes (because of time-tabling issues/staffing issues) were consistent in their concerns about the deterioration of instruction and student performance in music while at the same time Ministry expectations have become more and more complex.

Where qualified music teachers are on staff, but not teaching music:

The physical/pacing demands of the job itself sometimes create "burn-out", especially when duty and prep. time scheduling don't take into consideration a music teacher's working conditions, and some qualified teachers are taking a break from the responsibility. In other cases, there is a specialist on staff who simply has been time-tabled back into a regular classroom assignment as a result of tight staffing formulae and the need to maintain other specialty programmes (e.g. LRT, computers, etc.).

Schools consistently agree that the subjects of Math, Language, Science and Technology have been prioritized for emphasis in our board and subjects like music have taken a back seat in terms of implementation priorities. But schools agree that this is a mistake that needs to be corrected. They see student skills deteriorating, and falling behind the expected provincial standards.

Schools would appreciate more system level in-service and board resources in the area of music, realizing that there is a cost for the services and resources. There is also a problem of overload. In order to make reasonable efforts at change and improvement, teachers need focus; they cannot attend to all seven curriculum documents at once. This would imply a need for more subject specific teachers, possibly itinerant, for subjects like music or phys. ed..

There is tremendous concern in the parent community, with many schools having discussed music related issues at School Councils. The school community values the benefits of strong music programming for its students. Some schools are relying on community support, but realize that this doesn't fulfill the demands of the curriculum. Artists in the schools can provide valuable experiences for students that enhance or support curriculum expectations, but this approach doesn't solve the issue around teachers being responsible for assessment of and reporting on student demonstration of expectations.

Most schools would like to see the return of music specialists in some fashion: either a full time teacher in the school who is designated to teach all the music curriculum, and/or itinerant music teachers moving between no more than 2 schools. Some principals, however, note the difficulties created by part-time staff members around issues like extra-curricular programmes and presentations - an important aspect of the music programme in many schools.

MUSIC PROGRAMS IN H.W.D.S.B. ELEMENTARY SCHOOLS
~ INFORMATION GATHERING ~

SCHOOL: _____

Grades at your school:

- ☐ JK/SK - 8 ☐ JK/SK - 5 or 6 ☐ 6 - 8 or 7-8

Define how the music program is delivered in your school:
(please check where appropriate)

- ☐ grades 1-5:
or 1-6 ☐ On Rotary/How often?: _____
(Number and Length of periods or # of mins. per cycle)
(e.g. 100 mins. per 1500 cycle, or 2 - 40 min. periods on a 6 day cycle)
☐ Integrated (e.g. music is delivered more as a support to
themes in language, social studies, etc., but is not specifically
on a class timetable)
- ☐ grades (6)7-8: ☐ On Rotary/How often?: _____
(Number and Length of periods or # of mins. per cycle)
(e.g. 100 mins. per 1500 cycle, or 2 - 40 min. periods on a 6 day cycle)

What type(s) of music program(s) is/are offered at your school?

- | | |
|---|---|
| Vocal only <input type="checkbox"/> | Specify grades: _____ |
| Vocal with Orff/Recorders <input type="checkbox"/> | Specify grades: _____ |
| Instrumental (Band) Program <input type="checkbox"/> | Specify grades: _____ |
| Alternative Instrumental <input type="checkbox"/>
(e.g. Latin Percussion/World Drums/etc.) | Specify grades: _____
Describe: _____ |
| Combined Vocal/Instrumental <input type="checkbox"/> | Specify grades: _____
Describe Program: _____
_____ |

grades 1-5:

or 1-6:

- ❑ classroom teacher to their own class
- ❑ teacher with some music background on a "mini-rotary" or exchange schedule

name(s): _____

- teacher with some music background on a rotary schedule

name(s): _____

- ☐
- music specialist on rotary (at least part II music and/or Kodály, Orff, ETM certification)

name(s): _____

grades 6-8:

or 7-8:

- classroom teacher to their own class

- teacher with some music background on a "mini-rotary" or exchange schedule

name(s): _____

- teacher with some music background on a rotary schedule

name(s): _____

- ☐ music specialist on rotary (minimum of instrumental music part I, vocal part II and/or Kodály, Orff certification, and/or a Bachelor of Music Degree)

name(s): _____

Are there presently any qualified music teachers on staff who are NOT teaching music on a rotary schedule? ☐ yes ☐ no

[illegible]

Thank you for taking the time to complete this form.

#7

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution
by the Director.Signature: M. MatierDate: Nov 24/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education
Curriculum Processes Transition Committee
- Textbook/Learning Materials Selection Work Group

Date: November 22, 1999

Re: ***Selection of Learning Resources Policy***

Recommended Action:

Moved by _____ that the draft Selection of Learning Resources policy be forwarded to the Joint Advisory Committee for review.

Rationale:

The final Work Group of the Curriculum Processes Transition Committee has finished its task of producing a new Selection of Learning Resources Policy. A draft policy was reviewed by Executive Council last spring and then vetted by system administrators at the cluster level. Based upon the extensive feedback received at that time, the policy was revised during the fall.

Sincere appreciation is due to the hard-working members of this committee who dealt with the difficult task of bringing together the approaches of two different boards and creating a workable policy.

Laura Romano, Ontario Curriculum Consultant - CHAIR
Darlene Baker, Acting Special Assignment Teacher
Rachel Campaigne, Parent - Balaclava
Marg Fleet, Teacher (AUP) Green Acres
Karyn Hogan, Head Librarian - Dr. Harry Paikin Library
Brenda Holt, Teacher Librarian - Delta S.S.
Randy Nagy, Parent - Greensville
Evelyn Olejnik, Section Leader - Media Services
Steve Sawford, Teacher Librarian - Westmount S.S.
Scott Sincerbox, Special Assignment Teacher
Debbie Sprentz, Special Assignment Teacher
Linda Walker, Teacher - Sir Wilfrid Laurier
Ann Tyrrell, Public Health
Bill Whittle, V.P. - G.L. Armstrong
Bill Yull, Teacher - Prince of Wales

The final draft was reviewed by Ilze Dreimanis, Principal of Orchard Park Secondary and Lin Hart, Principal of Thornbrae.



SELECTION OF LEARNING RESOURCES POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School to provide a wide range of learning resources at various levels of complexity, reflecting diversity of appeal, portraying gender and cultural inclusiveness, and representing multiple perspectives, to meet the needs of students, teachers and the community.

For the purposes of this policy, the term “learning resources” refers to any person(s) or any material that is acquired for instruction and/or evaluation under the direction of the teacher.

RESPONSIBILITY:

School Level

- School Administrator, Teacher and/or Teacher Librarian and/or Department Head

System Level

- Superintendent of Instructional Services and Superintendents of Education

OPERATING PROCEDURES:

1.0 General Guidelines and Considerations for Selection and Review of Learning Resources

- 1.1 It is the responsibility of the professional staff of the Hamilton-Wentworth District School Board, under the direction of the administrator and/or supervisory officer, to exercise good judgment in selecting new learning resources which are of high quality, appropriate to the school community and consistent with the standards and criteria established by the Ministry of Education and Training to enrich and support the curriculum.
- 1.2 Professional staff should consult with students, parents, school councils, professional agencies, and/or community representatives in the selection of learning resources when deemed appropriate by the school administrator or supervisory officer.
- 1.3 In the selection of learning resources staff must adhere to copyright restrictions and appropriate licensing agreements.
- 1.4 Where possible staff should endeavour to include Canadian books and other media representing the Canadian perspective and the creative talent of our nation when selecting learning resources.

- 1.5 Learning resources selected should represent a balance of sources of information, including traditional (e.g., print, atlas, encyclopedia) and electronic (e.g., Internet).
- 1.6 Individuals involved in the selection of learning resources shall consider the following criteria, understanding that not all of the following criteria may be met in each resource:
- relevance to the curriculum as outlined by the Ministry, the Board and the school;
 - support for specific curriculum expectations which, among others, develop literary and aesthetic appreciation, encourage the exploration of different points of view, and enable students to develop, with guidance, the practice of critical analysis and the ability to become informed decision-makers and problem-solvers;
 - addressing specific interests, abilities, learning styles, maturity levels and needs of students in terms of their emotional development, intellectual development, language development, physical development, social development, and learning styles;
 - reflecting the contributions made by diverse groups to their community, to Canada as a multicultural nation, and to the world;
 - inclusion of and sensitivity to gender and peoples of diverse backgrounds, beliefs and experiences;
 - exclusion of all bias or stereotyping;
 - current and accurate content;
 - good writing and production values;
 - good organization, and clear and logical presentation;
 - appropriate visuals (pictures, charts, graphs, tables, maps, etc.);
 - high technical and aesthetic quality;
 - good quality material designed for durability; and
 - visual attractiveness.
- 1.7 Professional staff should consult selection aids when considering new learning resources for purchase or when reviewing existing resources. Selection aids include Ministry of Education and Training Circular 14, professionally written or prepared reviews, The Ontario Curriculum Clearing House *Guidelines for Evaluating Learning Resources*, *The Bias Assessor*, *The Software Assessor* (www.curriculum.org), catalogues, resource guides, and the learning resource itself, when available.
- 1.8 Learning resources should be reviewed by professional staff on a regular basis to ensure that all resources meet current criteria, support changing curriculum needs and reflect the school community.
- 1.8.1 A regular schedule must be established by the administrator and/or supervisory officer in consultation with professional staff on site.
- 1.8.2 School or board personnel under the direction of the administrator or supervisory officer, may decide to:
- purchase the new resource or retain the existing resource being reviewed, **or**
 - not purchase the new resource, or remove the existing resource from its current use, **or**
 - seek out alternative resources to meet curriculum needs.

2.0 **Sensitive Subject Matter**

- 2.1 Any learning resource dealing with human sexuality or other sensitive subject matters for use in the classroom must be reviewed and assessed for appropriateness by professional staff prior to use by students. Parents, school council representatives, professional agencies, and members of the community may also assist professional staff in this determination.

- 2.2 Any learning resource circulated centrally throughout the District School Board that is deemed **sensitive** is to be clearly marked with a warning label and should be carefully previewed by the classroom teacher prior to use with students.
- 2.3 If **sensitive** subject matter is to be used for instruction, a letter signed by the school administrator or designate describing the material and a form to obtain parent/guardian permission for the student to participate in the use of the learning material, shall go home with the students. The school administrator shall make arrangements for any concerned parent/guardian and/or the School Council to preview the material prior to use in the classroom if deemed appropriate.
- 2.4 It is expected that the school administrator and teacher will recognize and plan for the possibility that some children may be placed in an awkward situation if subsequent classroom activities are directly related to the **sensitive** material. Teacher and/or school administrators must be prepared to provide alternatives in these situations.

3.0 Procedure for Challenging Learning Resources

- 3.1 A challenge may be initiated by a group or an individual who feels a resource is objectionable or inappropriate for use with particular individuals or in the system as a whole.
- 3.2 Challenges are to be initiated at the school level where the resource is being used. The school level procedure is outlined below as Section 3.3. Challenges not resolved at the school will follow the procedure as outlined in Section 3.4. A challenged resource will remain in use until a decision is made.

3.3 Challenging Learning Resources – School Level:

- 3.3.1 The challenge is directed to the school administrator of the school where the resource is being used. The school administrator provides a copy of the *Policy and Procedures for the Selection of Learning Resources* to the challenger as well as the Request for Reconsideration of Learning Resources – School Level form (Appendix I), which must be completed by the challenger before the school conference. No consideration of the complaint will be granted until this form has been completed and returned to the school.
- 3.3.2 The school administrator holds a school conference with all parties concerned following the format outlined in Appendix II. At this time, the challenger may outline the concerns that initiated the challenge.
- 3.3.3 The school administrator decides:
- to retain the resource in question for its present use, **or**
 - to substitute an alternate resource, (e.g., an item is removed as a required text, and retained as an elective resource) **or**
 - to retain the resource in question for restricted use (e.g., for a particular grade level), **or**
 - to deem the resource inappropriate and remove it from use in the school.
- 3.3.4 The school administrator informs the community, as appropriate.
- 3.3.5 The school administrator provides a copy of the summary of the meeting to the challenger (See Appendix III). A copy is kept on file in the school office and another copy is forwarded to the Superintendent of Instructional Services as well as the Superintendent of Education responsible for the school in question, for appropriate action.

- 3.3.6 If the challenge is resolved to the satisfaction of all parties, no further action is necessary. If the challenge is not resolved to the satisfaction of all parties, reconsideration of the resource may proceed at the system level.

3.4 Challenging Learning Resources – System Level:

- 3.4.1 The Request for Reconsideration of Learning Resources at the system level is initiated by the completion of The Request for Reconsideration of Learning Resources -System Level form (Appendix IV), which is available from the school administrator. The Request for Reconsideration form is forwarded to the Superintendent of Instructional Services.
- 3.4.2 Within 30 days of receiving the Request for Reconsideration form, the Superintendent of Instructional Services convenes a meeting of the Central Review Committee.
- 3.4.3 The Central Review Committee is established annually and consists of:
- the Superintendent of Instructional Services (Chair),
 - one trustee,
 - one representative from The Hamilton-Wentworth Principals' Association,
 - one representative from Principals' Council 21,
 - one elementary teacher and one secondary teacher,
 - two parent/community representatives.
- 3.4.4 The Central Review Committee receives presentations and consults with community representatives, "experts in the field", and various Board staff involved in the selection/approval process.
- 3.4.5 The selection criteria are applied to the resource in question to determine its current validity or appropriateness to the curriculum.
- 3.4.6 The Central Review Committee reaches a decision based on the selection criteria and the information presented to:
- retain the learning resource and continue its use in the schools of the Hamilton-Wentworth District School Board, **or**
 - restrict the learning resource in use in some defined, limited way within the schools of the Hamilton-Wentworth District School Board, **or**
 - remove the learning resource from use entirely within the schools of the Hamilton-Wentworth District School Board.
- 3.4.7 Within 5 days, the Superintendent of Instructional Services provides this decision in writing to all parties and to the Director of Education and Secretary of the Board. The community is then informed as deemed appropriate.
- 3.4.8 The decision is binding for two calendar years from the date of the decision.

Authority: Education Act, Sections 170 (1), 264(1)(k) and 265(h)
 Regulation 298, Section 7
 Circular 14
 Human Rights Code

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

~ School Level ~

School Name: _____

This form has been developed to
provide space for comments.

Add extra pages, if necessary.

This form with relevant attachments
will be forwarded to the school
administrator and will be followed by an
in-school conference.

Please address the following topics as fully as possible in order that this matter may be thoroughly reviewed.

1. Details of resource in questions (format, author, title, copyright date, curriculum connection):

2. Have you viewed or read the entire work? If not, what sections did you review. In the case of an organization or group, have all members viewed or read the entire work? If not, what sections were reviewed.

3. What is the nature of your concern? (Be specific, please.)

4. What do you believe is the main idea of this material?

5. In your opinion, does your concern eliminate all value the resource may have for your child? Other children? Why?

APPENDIX I - continued**Request for Reconsideration of Learning Resources – School Level**

6. What do you feel may be the effect upon children who use this resource?

7. What do you feel may be of value in this resource?

8. In order to assist the selection procedure, please recommend other resources that you consider more appropriate.

9. What do you think would be a satisfactory resolution?

10. Do you have any other comments you wish to make?

Date: _____

Challenger's Name: _____

Challenger's Address: _____

Challenger's Phone number: _____

Challenger's Signature: _____

**RECOMMENDED FORMAT
FOR A CONFERENCE
AT THE SCHOOL LEVEL**

It is important to establish a positive environment for the school conference to occur. Creating a private space where all contributors feel comfortable is crucial. All participants should be made to feel welcome and properly introduced.

The following questions may assist administrators to facilitate conferences, especially where the Request for Reconsideration form has not been completed in full.

1. Do you have a child in a Hamilton-Wentworth District School Board school?
2. How was this resource drawn to your attention?
3. Do you represent an individual or a group? If you represent a group, which one?
4. What learning resource are you requesting be reconsidered?
 - format of resource (book, videocassette, film, magazine, etc.)
 - author
 - title
 - publisher
 - date
5.
 - a) Have you read or viewed the resource in its entirety?
 - b) Are you aware of its historical/social context?
6. What is the nature of your concern?
7. Have you discussed your concern regarding this resource with the teacher-librarian, your son's/daughter's teacher or the person using the resource? If so, what was the outcome?
8. Is this resource compulsory for use by your son/daughter? for use by students?
9. Do you believe that your concern eliminates all value this resource may have for your son/daughter? other students?
10. What would be a satisfactory resolution for you? Why?
For example:
 - continue using resource with the student(s) after context is explained
 - substitute another resource/other resources for the student(s)
 - restrict use of resource within the school
 - remove use of resource across the school system

Date: _____

Challenger

Name: _____

Name: _____

Title: _____

Address: _____

Location: _____

Phone: _____

Phone: _____

Details of resource in question (format, author, title, copyright date, curriculum connection):

Summary description of meeting held between school administrator and challenger:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

APPENDIX III – continued
Summary of Meeting with Challenger

Summary of decision:

- ☐ Resource in question will continue to be used in the school.
- ☐ Resource in question will be substituted with another/other resource(s).
- ☐ Resource in question will have restricted use in the school.
- ☐ Resource in question will be removed from this school/location.
- ☐ No resolution.
- ☐ Other _____

Date: _____

Challenger acknowledges receipt of a copy of this document.

 School Administrator's Signature

 Challenger's Signature

A copy of this summary document should be:

- 1) Provided to the challenger
- 2) Filed at the office of the school administrator.
- 3) Forwarded to the Superintendent of Instructional Services and the appropriate Superintendents of Education accompanied by the Request for Reconsideration of Learning Resources – School Level

APPENDIX IV

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

~ System Level ~

School Name: _____

This form has been developed to
provide space for comments.

Add extra pages, if necessary.

This form with relevant attachments
will be sent to:

Superintendent of Instructional Services
Hamilton-Wentworth District School Board
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Title of Work: _____

Author: _____

Publisher: _____

Date of Publication: _____

Format of resource (book, video, film, magazine, etc.): _____

Request submitted by: _____

City/Town: _____ Postal Code: _____

Telephone Number: _____

The applicant represents: ☐ self ☐ organization or group

Name of organization or group: _____

Do you have a child in a Hamilton-Wentworth District School Board School?

☐ Yes☐ No

If YES, name of school: _____

*APPENDIX IV - continued***Reconsideration of Learning Resources – System Level**

Please address the following topics as fully as possible in order that this matter be thoroughly reviewed.

1. Please provide details (date, location, board personnel) of your previous in-school conference concerning this resource.

2. Please describe the explanation that you have been given for the use of this resource

3. Please describe the outcome of your conference with the school administrator about your concern.

4. What do you think would be a satisfactory resolution at the system level?

5. Do you have any other comments you wish to make?

Date: _____

Challenger's Name: _____

Challenger's Address: _____

Challenger's Phone number: _____

Challenger's Signature: _____

Date: December 2, 1999

To: Merv Matier
Director of Education and Secretary

From: Dr. Elizabeth Bond
Superintendent of Education, Secondary East

Re: **Annual Report - Adult-Based Continuing Education and Training Corporation (ABC etc...)**

RECOMMENDED ACTION:

Moved by _____ that the Annual Report of The Adult-Based Continuing Education and Training Corporation (ABC etc...) and accompanying statement of review by Taylor Leibow, Chartered Accountants, be received for information.

The Annual Report of The Adult-Based Continuing Education and Training Corporation (ABC etc...) was deferred at the May 6, 1999 Education Committee pending the receipt of a formal statement of review of the financial records of the Corporation.

David C. Weland, C.A. a partner at Taylor Leibow Chartered Accountants reviewed the financial information requirements of the Corporation and assisted in setting up the record keeping and accounting procedures as part of the first year of operation.

The accompanying first Annual Report of the Adult-Based Continuing Education Corporation (ABC etc...) dated March 1999 and statement of review signed by David C. Weland, C.A. are enclosed for your information.

ABC etc...

Adult-Based Continuing Education and Training Corporation

Annual Report

March 31, 1999

To All Members:

A MESSAGE FROM THE PRESIDENT:

Since the Adult Based Continuing Education and Training Corporation (ABC etc...) became incorporated on December 23, 1997, much energy has gone into the growth of the corporation. Over the past year directors have been elected, by-laws have been approved, officers have been appointed and auditors have been hired. The Board of Directors has met on a monthly basis to conduct business and monitor the operations of the corporation.

ABC etc... has two objects that are central to the understanding of our mandate and goals for the future. The objects for the corporation are as follows:

To develop, establish, maintain and operate educational, training and re-training programs that, in the opinion of the Directors, will promote the cause of community education, training and re-training.

When the Directors deem it advisable, to make awards or gifts to individuals, organizations, corporations or institutions for accomplishment in or to assist in the furtherance and promotion of community education, training and re-training or research therein.

I am pleased to report that as of March 31, 1999 ABC etc... as a newly formed corporation has been successful in achieving these two objects. It is with great enthusiasm that I look forward to the ongoing expansion of the work of the corporation in our community.

A MESSAGE FROM THE CHIEF ADMINISTRATIVE OFFICER:

During the past year the corporation has attracted financial support, provided training to corporate clients and participated in partnerships which have allowed the corporation to reach self-sufficiency and offer expanded opportunities to the region.

Recently, the HWDSB has gone through an amalgamation and new funding initiatives which has caused our system to re-examine many of its policies and procedures. Our staff has needed to spend large amounts of time gathering information and adapting to these changes. The corporation has been immune to many of these changes and has been able to remain focused on developing programs.

Partnerships have continued to develop with the corporation due to its small size and flexibility in meeting clients needs. As new programs begin and existing programs grow, new staff are hired and trained through a streamlined procedure and immediately begin to enhance our delivery of programs and carry on the objects of the corporation.

ABC etc... has received external funding from Human Resources Development Canada which has allowed the corporation to hire staff and implement 4 much needed programs within our region: The Stoney Creek Career and Employment Resource Centre, The Briarwood Employment Assistance Program, The Youth Internship Employment Readiness Program, and the Youth Internship Computer Refurbishing Program at the Binkley Technology Centre.

The Stoney Creek Career and Employment Resource Centre:

This program has provided more than 800 clients with a comfortable and safe environment as well as assistance in conducting their personal job search activities. This assistance included access to current resources, videos, published materials and Internet access for on-line job search. Computer, fax and telephone equipment and training was also made available to clients to facilitate the development of effective resumes and cover letters as well as networking and follow up opportunities. Seminars and workshops were also provided as necessary to allow each individual client the greatest chance of success.

The Briarwood Employment Assistance Program:

This program provides free assistance to clients, in groups of seven to ten, in a more structured setting. As of March 31, 1999 this program has assisted 35 individuals to successfully find full-time employment. The assistance includes skill and interest assessments, employment counseling, and a wide range of individualized workshops and seminars designed to result in full-time employment for each participant.

This program also provides access to resources and equipment similar to the Resource Centre mentioned above and both programs actively share client referrals to best meet the needs of the individual. This program fits very well with the Continuing Education programs of the Hamilton-Wentworth District School Board and provides the often necessary next step for the Adult Learner - finding the right job.

The Youth Internship Employment Readiness Program:

This program, while similar to the previous Employment Assistance Program, is actually a much more in-depth training and skill development program designed to focus on At-Risk Youth, located at the Briarwood Adult Learning Centre.

As of March 31, 1999, the end date of this particular program, 39 individuals had been assisted with the improvement of their career awareness and the development of skills essential to completing a successful job search with increased confidence and expertise.

The Youth Internship Computer Refurbishing Program:

This Youth Internship Computer Refurbishing Program at the Binkley Technology Centre is operating out of Binkley School in West Hamilton. To date, 40 clients (30 At-Risk Youth and 10 Adult Learners) have been trained in this facility during the first two sessions of the program. This program is designed to provide clients with the skills and experience necessary to successfully complete the A+ Certification Exam: the national standard for Certified Computer Technicians.

Participants receive 11 weeks of in-class and hands-on training from highly skilled professional technicians, followed by 10 weeks of on-the-job training at a variety of technology-related work sites within the community. Throughout the program, participants also receive training and assistance in job search techniques, resume and interview skills development, and personal presentation skills.

A MESSAGE FROM THE CHIEF BUSINESS OFFICER:

Incorporated for a year, ABC etc... experienced start up delays mainly attributed to early Hamilton-Wentworth District School Board amalgamation challenges.

Program offerings were established in the fall of 1998 through the primary funding source of HRDC. Contracts for programs have been entered into with ABC etc... for the purpose of facilitating the delivery of service to the community. All programs are reviewed by HRDC for the purpose of assessing outcomes and continued funding. Should a funding source not be renewed, ABC etc... establishes the sustainability of the program through its own means.

The referenced revenue and expense statement provides an overview of the activities up to March 31, 1999. The financial records are presently being converted to a new software reporting system. This conversion and year-end audit is being preformed by ABC's external chartered accountant firm.

It is anticipated that the audited financial statement will be available within the next 6-8 weeks.

ABC etc... - Financial Summaries – As of March 31, 1999
Unaudited Statement

Revenue

External funding through HRDC	359,400
Computer refurbishing and sales	<u>20,300</u>
Total Revenue	<u>379,700</u>

Expenses

Salaries and Wages	234,500
Facility Usage	60,300
Program Expenses	<u>74,800</u>
Total Expenses	<u>369,600</u>
Operating Income	<u>10,100</u>

****The above presentation has been rounded to the nearest 100**

BENIFITS TO THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD:

- ABC etc... has been able to incorporate and operate for one year at no additional cost to the Hamilton Wentworth District School Board;
- The corporation has provided assistance to approximately 950 clients through its various programs;
- The daily operating costs for Binkley School, which was a closed facility, will be paid by ABC etc... for the period from November 1998 to June 1999;
- The development of future relationships between the Hamilton Wentworth District School Board and ABC etc... in regards to the accommodation plan;
- The close relationship that exists between the Hamilton Wentworth District School Board and ABC etc... has produced some very positive public relations within the business and government community;
- The new programs have been provided by ABC etc... employees which has not increased the workload of Hamilton Wentworth District School Board employees;
- Approximately 130 computers have been repaired or refurbished and approximately 30 computers have been built for the school system.

BUSINESS PLAN FOR APRIL 1, 1999 - MARCH 31, 2000

A nominating committee was struck and the following Directors were nominated and re-elected for a further 1 year term. Merv Matier was re-elected as President and Chair of the Board, Elizabeth Bond was re-elected to the position of Secretary/Treasurer and Ray Mulholland was re-elected as Vice-President of the Corporation. David McIsaac was re-appointed as Chief Administrative Officer and Daryl Sage was re-appointed as Chief Business Officer.

The next twelve months will see a continued expansion of existing programs and the creation of new programs designed to meet specific needs within the Hamilton-Wentworth Community. Examples of this expansion include changes to the Youth Internship Computer Refurbishing Program and the Binkley Technology Centre as a whole, as well as the introduction of two new Career and Employment Resource Centres and a number of new partnerships designed to increase the overall effectiveness and training opportunities within the region.

The expansion of an existing program can be seen in the Youth Internship Computer Refurbishing Program. The first two sessions of this program were funded through Human Resources Development Canada as an Internship Program for At-Risk Youth. Starting with the third session, however, this program will no longer be funded through HRDC but will be a self sufficient training program opening to a wider range of clients with an increased focus on training, skill development, and entrepreneurial ventures.

To this point, the Binkley Technology Centre (Binkley School) has been the home for the Youth Internship Computer Refurbishing Program alone. Starting in April, 1999 there will be several new programs opening in the facility in partnership with the newly expanded and independent Technology program. These newcomers include a partnership to provide a west-end site for the InterNetworking Program, and potentially, a partnership with Open For Business to provide a non-traditional Entrepreneurial Training program. Both of these programs are HRDC funded not-for-profit ventures. Also included in the list is a new ABC etc... program: The Binkley Technology Centre Employment Resource Centre.

The Binkley Technology Centre Employment Resource Centre is an example of a completely new program being developed by ABC etc... in partnership with Human Resources Development Canada to provide a much needed service in the west end of the city. This centre will be an expanded version of the Career and Employment Centre model provided previously in Stoney Creek. The Stoney Creek centre will also be closed and re-opened as a twin to this larger centre. The key improvements to the program include expanded advertising and involvement in community groups, fuller assessment procedures, linkages to local business and educational institutions, a wider range of seminars and workshops, and a much more proactive approach to dealing with the employment needs of the community.

It is the intention of the Corporation to provide a balanced offering of programs throughout Hamilton-Wentworth. This involves not only creating the programs and partnerships that are necessary to meet the needs of the community but also to provide a number of similar centres in key areas of the city to allow access for the greatest number of clients.

The Binkley Technology Centre is being developed to address the needs in the west end of the city, while the Briarwood Adult Learning Centre is working to provide for the central/east areas of Hamilton. The Stoney Creek Adult Learning Centre is growing to provide equivalent services to the rapidly expanding community of Stoney Creek. Along with the changes taking place within the Resource Centre in Stoney Creek, a second partnership is being developed with Open For Business to provide an east end location for their non-traditional Entrepreneurial Training program.

ABC etc... will continue to work closely with the HWDSB. As the HWDSB continues to develop its accommodation plan, the Corporation is eager to assist with the utilization of facilities on a lease basis as has happened successfully with the Binkley School facility.

As ABC etc... continues to grow, as a result of these and other new programs, it will create the possibility for new opportunities in training and service programs that will help to further address the issues of unemployment and skill development in our community.

These types of co-operative ventures can only be a positive step in bringing the community together in providing an efficient and easily accessed full-spectrum assistance program. In time, the programs being developed through ABC etc... will provide a number of one-stop full-service facilities throughout Hamilton and the surrounding area that will assist individuals on a long term basis and increase the awareness of relevant issues within the community as a whole.

PROPOSAL

The Corporation requests permission to lease Red Hill School in the east end of the city. The terms and conditions of this lease would be determined through discussions with the rental department of the HWDSB.

RATIONALE

Brock University is expanding their educational programs at Briarwood and have requested additional space within the building. To assist Brock University in this expansion some Corporation and Continuing Education programs may need to be relocated. Also, the facilities in Stoney Creek are quickly becoming overcrowded and additional space is required. ABC etc... is prepared to lease Red Hill School from the HWDSB and to accommodate Adult and Continuing Education Programs where possible.

<i>HAMILTON OFFICE</i> Effort Square 7 th Floor 105 Main Street East Hamilton, Ontario L8N 1G6 Tel.: (905) 523-0000 Fax: (905) 523-4681	<i>BURLINGTON OFFICE</i> The Taylor Leibow Building First Floor 3410 South Service Rd. Burlington, Ontario L7N 3T2 Tel.: (905) 637-9959 Fax: (905) 637-3195
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Hamilton, June 18, 1999

PRIVATE AND CONFIDENTIAL

Adult Based Continuing Education and Training Corp.
1842 King Street East
Hamilton, Ontario
L8K 1V7

Attention: Mr. David McIsaac, Chief Executive Officer

Dear David

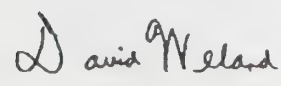
Re: Finalization of 1999 review engagement

We wish to thank the directors of Adult Based Continuing Education and Training Corp. for allowing us to be of service to the company for the 1999 fiscal year. Our review of the 1999 records has now been completed and it went extremely well overall. We are very pleased with the work done by Pieter Toth and with his willingness to help and assist us when ever we asked him.

We have also completed all of the government filings for the 1998 stub period and for the 1999 year (i.e. the NIL corporate tax returns and the charity returns) and the 1999 tax returns and these are now in the hands of David McIsaac should any of the trustees desire a copy. We have also installed a simple computer accounting package for the 2000 year (Quickbooks) and have given Pieter Toth some training in this to the point where he is comfortable with it. This will reduce and simplify the accounting work that he has to do from now on and will make it easier for us to do a review in the future.

Once again we want to thank you for allowing us to be of service to you. We trust that the year 2000 will be even more exciting and rewarding than your first year of operations.

Yours very truly,


DAVID C. WELAND, C.A.
PARTNER

The Hamilton-Wentworth District School Board

M e m o

For distribution
by the Director

Signature: _____

Date: _____

Nov 24/99

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: December 1, 1999

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the November, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of November, 1999.

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS**

	1999 ACTUALS												REVISED 99/00 BUDGET
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	
Teachers - Elementary	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,036.60	2,036.60	2,036.60		2,037.60
Teachers - Secondary	1,201.84	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,201.18	1,207.75	1,207.75	1,206.75		1,210.40
Teacher Assistants	374.00	375.00	375.00	382.00	382.00	382.00	382.00	382.00	355.50	377.50	377.00		380.00
Professionals & Paraprofessionals	161.00	161.00	161.00	161.00	162.00	162.00	162.00	162.00	120.12	120.12	120.12		120.12
School Administration	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78	408.93	408.93	408.93		408.93
Consultants & Special Assign. Tchrs.	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00	29.60	29.60	29.60		29.60
Board Administration & Governance	148.58	149.87	149.87	149.87	149.87	149.87	149.87	149.87	151.00	151.00	151.00		151.00
School Operations	466.00	466.00	466.00	466.00	466.00	466.00	466.00	466.00	471.75	471.75	471.75		480.87
Continuing Education	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.87	4.87	4.87		4.87
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25		1.25
Staff on Loan (recoverable)	18.00	15.67	19.67	18.67	18.67	18.67	18.67	18.67	16.67	18.67	18.67		15.00
Total Full Time Equiv. Positions	4,883.97	4,883.27	4,887.27	4,893.27	4,894.27	4,894.27	4,894.27	4,894.27	4,804.04	4,828.04	4,826.54		4,839.64



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